
A VISION OF EXCELLENCE

As we approach and move into the 21st century we face new and exciting challenges. To meet those challenges:

- We must be open to new ideas.
- We must foster innovation.
- We must continually improve as individuals and as an organization to maintain an effective, highly competent, and respected Corps team.
- We must ensure that our engineers and scientists maintain world class skills through continuing education and professional development.

This Engineers and Scientists Career Planning Guide is an important resource to assist you in making career decisions vital to you, the Corps, and the country.

It is imperative that all North Pacific Division employees prepare now to solve the many local, regional, national and international challenges set before us.



ERNEST J. HARRELL
MG, Corps of Engineers
Commanding

INTRODUCTION

Career development within the Corps of Engineers is a planned, continuous process which begins at the time of your appointment. This process involves the integration of:

- (1) your job assignments and career goals, with
- (2) mission needs of the organization.

The integration of personal and organizational goals is dynamic and constantly evolving. The key to the entire process is the identification of both sets of needs so that a meaningful career plan can be developed.

This PLANNING GUIDE is designed to help you identify your career goals and choose methods to achieve those goals. There are two major career paths to choose between: **Technical or Managerial**. Developmental plans for both technical and managerial professionals are described in this Guide. Both development paths may include varied job assignments.

The following information is designed to help you become aware of:

- your personal responsibilities toward attaining career goals;
- training and experience requirements necessary for career advancement, and
- the evaluation and selection procedures used for reassignment and advancement within the Engineers and Scientists (E&S) Career Development Program.

An additional valuable resource for supervisors is "A Supervisor's Guide to Career Development and Counseling for Career Program Employees," DA Pamphlet 690-43, dated 18 August 1989.

North Pacific Division challenges you, and also wishes to provide you with the chance to be a significant part of the Corps of Engineers' future.

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SECTION I

ENGINEERS AND SCIENTISTS (E&S) CAREER PROGRAM

SECTION I

ENGINEERS AND SCIENTISTS (E&S) CAREER PROGRAM

E&S CAREER PROGRAM OBJECTIVE

The main objective of the E&S Career Program is to provide enough trained, highly qualified personnel for future technical and managerial positions.

To achieve this objective, two distinct career development paths have been established: **Technical and Managerial**.

TECHNICAL CAREER PATH:

The **Technical** career employee will strive to become a recognized expert in his/her field, and will devote a major portion of time to the application of this specialty to current problems. Accordingly, he/she must keep abreast of new technical developments in that specialty and take the lead in prompt application.

Through the **Technical** career path, an individual may attain, without cross-training in other technical specialties, a Section Chief position in their District office or a Staff Specialist position in Division Office. The supervisory responsibilities of Section Chief and similar positions also entail specific supervisory training requirements listed in Section III.

To advance beyond Section Chief positions, **Technical** career employees will normally have to consider technical position opportunities at Division or HQUSACE level, or in special laboratories or research organizations such as: US Army Cold Regions Research and Engineering Laboratory (CECRL), US Army Construction Engineering Research Laboratory (CECER), or the US Army Engineer Waterways Experiment Station (CEWES).

MANAGERIAL CAREER PATH:

The individual who follows a **Managerial** career path should receive cross-training by reassignment in at least two technical functions (e.g., planning, engineering, operations, construction, program/project management) to compete effectively for District and higher level managerial positions. Cross-training will normally be in GS-11 through GS-13 positions to give an individual a reasonably broad base of experience.

The rationale for reassignments includes recognition of the need to:

- ◆ develop adaptability to changing conditions;
 - ◆ develop familiarity with several technical and organizational functions;
 - ◆ develop managerial skills such as work planning and organization;
 - ◆ expand working relationships with varying groups of people; and
 - ◆ emphasize the need for mobility.
-

The manager does not have to be a top technical expert in his/her field, but must thoroughly understand the fundamental principles of the technical area and the basic ideas of related fields.

GOALS AND PERSONAL CAREER PLANNING:

Additional factors inherent in this plan are listed below, and are discussed in more detail in subsequent sections.

- ◆ Each employee in the E&S Career Program should develop a personal career plan (see Section V of this Guide). Goals and personal plans may change according to future needs. You should expect to develop a five-year career plan in conjunction with your performance evaluations and to assist with preparation of your annual Individual Development Plan (IDP).
- ◆ Counseling will be available to help you prepare your career plans.
- ◆ There is no set time limit for developmental purposes. The times presented in the plan should be used as guides only. Experience and performance will be key factors in consideration for advancement and development.
- ◆ Merit selection and equal opportunity principles will be followed.

PERFORMANCE AND TRAINING:

There are two sides to career development: **performance and training**. Each of these factors is critically important to your career advancement.

Each employee must “earn his/her way up” rather than “learn his/her way up.” Emphasis will be placed on the **quality of performance** in each position held. Both **performance** and **training** are discussed in this Section under *Standards and Qualities*.

CAREER OPPORTUNITIES AND CHOICES

An employee who enters the E&S Career Program in a training position at grade GS-5 or GS-7 is referred to as an **Engineer-in-Training (EIT)**, or other scientific intern.

ENGINEER-IN-TRAINING (EIT) PROGRAM:

When you enter the **EIT** program, you will receive a basic orientation in the various engineering or scientific missions and functions of the organization, and an overview of your career field. This orientation and initial work experience should help you begin to develop an awareness of your abilities, interests and possible career goals.

An **EIT Coordinator** will work with you to develop a plan for your rotation through each major function at your Division/District, to evaluate your progress, to answer questions and to provide guidance in any aspect of your EIT training and development.

Employees who enter employment at the GS-9 or GS-11 level will normally be assigned directly to a position in one of the major functional areas, i.e., Construction, Engineering, Operations, or Planning, and will increase their knowledge and professional skills in a technical specialty.

At the GS-11 level, you will have a better idea of job interests and whether you want to move in a technical or managerial direction. Each year during counseling for completion of your Individual Development Plan (IDP), your supervisor will ask you to indicate your career goals.

TECHNICAL CAREER PATH:

If you decide on a **Technical** career, you should concentrate on gaining the best specialized experience and training possible. To build a strong career as a technical specialist, you should seek to gain experience of at least two to four years duration in one technical area, and then at least two to four years in another technical level or area.

You may acquire additional knowledge, skills and abilities (KSA's):

- ◆ through details to other positions,
- ◆ by developmental/rotational assignments, or
- ◆ by reassignment to other functions.

MANAGERIAL CAREER PATH:

If you decide to prepare yourself for a **Managerial** career, you will be considered for reassignment to a wider segment of the engineering-scientific field. As reassignment opportunities become available, you should be prepared to take advantage of them.

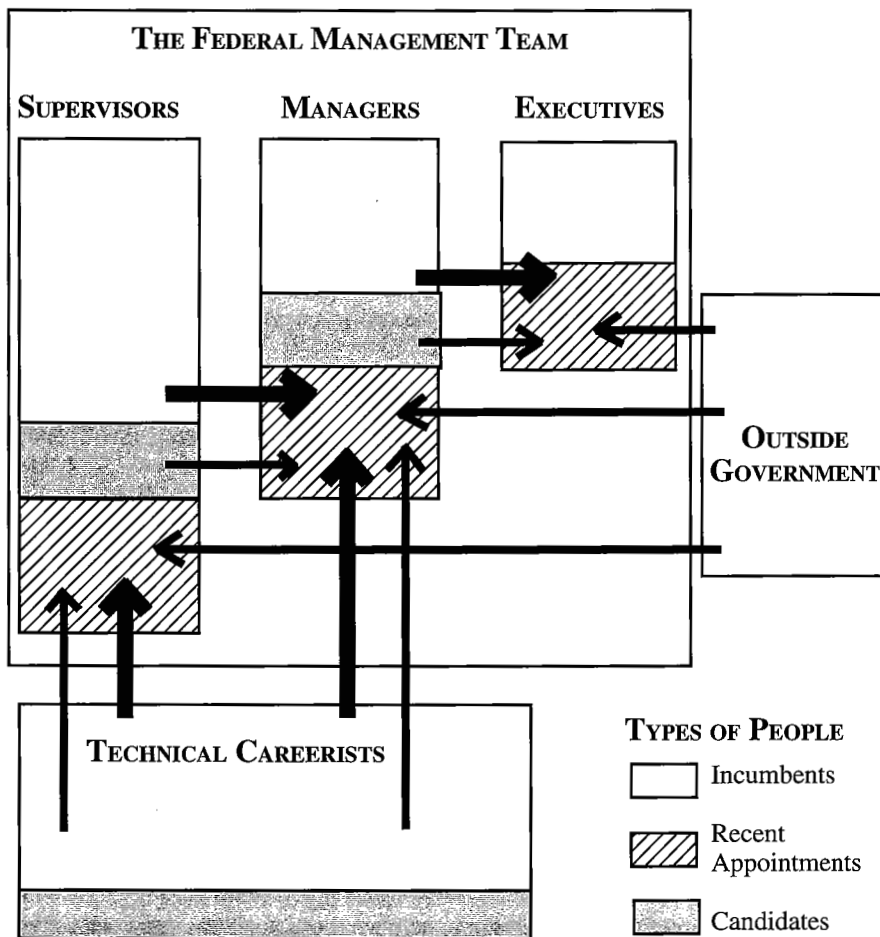
To reach key leadership positions, employees will have to make choices. Their chances of reaching these key positions will be impacted by training and development decisions and actions that begin at the GS-11/12 level.

The graph on the next page shows Target Groups for Development, Recruitment Sources, and Career Paths. The arrows indicate movement from a **Technical** career to higher levels of supervision and management, and then the move from management to executive levels. Your choice of a **Technical or Managerial** career will be encouraged and supported by your supervisors and functional managers.

REALITY CHECKS:

In planning for your career goals, you should continually make "reality checks" to assure that you have the required knowledge, skills and abilities (KSA's) to prepare and qualify yourself for the position or positions you are interested in and being considered for. The higher the grade you are seeking, the fewer the possibilities are for advancement.

The Federal Management Team: Target Groups for Development, Recruitment Sources, and Career Paths



Note: Each arrow represents Input to the levels on the management team; width of the arrow indicates relative frequency from each recruitment source.

STANDARDS AND QUALITIES

EDUCATION, TRAINING AND EXPERIENCE:

One of the difficulties you face in making career decisions is knowing what is specifically needed in order to move in each career direction. There are **education, training and experience basics** for each position. Individuals will not be denied promotion solely because of the lack of specific training courses. If promoted, however, the individual must complete the necessary training courses within a reasonable time.

In some instances, training and/or experience in a specific area may mean one person is rated best qualified. For any position, **education, training and experience**, whether considered basic or desirable, are designed to provide the individual with avenues for professional growth while enhancing their value to the operating efficiency and effectiveness of the North Pacific Division (CENPD) and its Districts.

It is important to understand, prior to making the decision to focus your career goals on a management path, that should you achieve your goal, you will need to give up some of your hands-on technical work. You will need to learn to effectively lead employees, and delegate responsibility and accountability to subordinates. This will require a different set of skills than you may have received through your engineering/scientific curriculum in college. The Corps offers a wide range of training to help you develop the skills necessary to make a successful transition into management. Counseling discussions with your supervisors, your Career Program Manager (CPM), and other mentors can help you objectively assess your strengths and weaknesses and develop an IDP to suit your needs.

If your goal is to move into a leadership position, in either the technical or management career path, you should strive to develop your oral and written communication skills. There are a variety of courses available to you through both government and non-government sources to help you enhance these skills. In addition, many communities have Toastmasters and Toastmistress or similar organizations which can provide you with practical speaking experience in a non-threatening atmosphere.

As your IDP is outlined and reviewed by you and your supervisor, you need to consider your present job responsibilities, the performance objectives for that job, your career goals, and a plan to achieve those positions you want in the future. Your supervisor will help you determine whether the career goals you have outlined will mesh with the Corps' mission and goals.

TOTAL ARMY PERFORMANCE EVALUATION SYSTEM (TAPES):

Your supervisor will review your performance several times during the annually cyclic rating periods using the **Total Army Performance Evaluation System (TAPES)**. For GS-9 through GS-15, including Career Interns (EIT's), objectives and responsibilities are reviewed, evaluated and documented on the

TAPES Senior System Civilian Evaluation Report, DA Form 7222, with special attention to performance of major objectives. You and your supervisor will develop the Senior System Civilian Evaluation Report Support Form, DA Form 7222-1, to document your current objectives during each rating cycle. Your performance must be maintained at acceptable levels, or above, to progress to higher level jobs.

You will want to make your evaluation report as meaningful as possible. To prepare for the annual evaluation process, you should outline your training and development needs, and indicate how follow-through will improve your performance.

QUALITIES OF A TECHNICAL OR MANAGERIAL PROFESSIONAL:

You may also have questions about the qualities associated with a **Technical or Managerial** professional. While an all-inclusive list of qualities is impossible to provide, the following list is significant. These qualities are fairly general, but are typical of those used to establish selection criteria in determining reassignment priorities.

A **Technical** professional in an engineering or scientific organization can be described as a person who has:

- ◆ Technical competence in a specialty and is willing to do whatever is necessary to maintain expertise in that specialty.
- ◆ A confident attitude and willingness to accept responsibility for decisions with respect to technical problem solving.
- ◆ Willingness to consider new or different ideas or divergent points of view with respect to the technical specialty.
- ◆ Ability to share and work well with others as a team.

A **Managerial** professional in an engineering or scientific organization can be described as a person who has:

- ◆ Objectivity and fairness in evaluating people on ability and in judging situations on facts and circumstances.
- ◆ Capacity to adjust to change, work pressures, or difficult situations without undue stress.
- ◆ Capacity to "see the job through."
- ◆ Leadership capability.
- ◆ Technical competence in the engineering or scientific field.
- ◆ Above average skills in both oral and written communication.

The number of supervisory and management level positions is limited. Accordingly, the competition is keener as one moves to higher positions in the organization. It is important for you to do a "reality check" to make sure you want to have supervisory or managerial responsibilities.

However, position objectives can be met; the characteristics and qualities previously described are attainable. Individuals who attain them will be among

those who will be considered for reassignments. These criteria and the general selection procedures are discussed in the next several pages of this Planning Guide.

CONSIDERATIONS FOR CAREER PROGRESSION

CAREER PROGRESSION TO FULL PERFORMANCE LEVEL:

If you entered the Career Program as an intern at the GS-5 or GS-7 level, you were progressively promoted to the GS-9 level. After meeting minimum eligibility requirements and attaining satisfactory performance levels in each grade, you will normally advance to the full performance level of GS-11 without further competition.

If you were hired as a GS-9 and/or filled a vacancy announcement, potential to a GS-11 is usually written in the vacancy announcement. Promotions to the GS-12 level will follow the merit promotion system.

MENTOR/MENTORING:

It is frequently advantageous to select a mentor from a formal mentoring program, if your District or the Division has such a formal program. Or you can select someone informally, such as a person who has a good perspective of the Corps mission, and how your organization fits into the broader goals and objectives that transcend day-to-day routine operations. If a formal mentoring program is not available for you to use, your supervisor, EIT Coordinator or Career Program Manager (CPM) can provide the name(s) of possible mentors.

A mentor is a person (or persons) willing and able to devote time to discuss and review your career plans with you and to guide and direct you in your career planning. This person is usually a supervisor or manager who knows your background (or you are willing to share this information with that person) and who also knows or can surmise where you fit most comfortably in your organization. A mentor may serve as a sounding board in order for you to clarify your career plans in your own mind. Then you will be able to incorporate your personal and family requirements more cohesively with your work situation.

You will want to review your options for a mentor and decide whether to discuss your career desires and needs with:

- ◆ a person in another function where you may have an interest in being reassigned,
 - ◆ a person who does mentoring for a number of employees and has an excellent overview of all types of training, educational and developmental avenues,
 - ◆ or an individual who is a personal friend and can guide you in career and personal goals and objectives.
-

FLEXIBILITY AND MOBILITY:

Lateral assignments will be used extensively to meet the objectives of the career program. Your desire and willingness to be flexible in lateral assignments will be an added advantage when you are considered as a promotion potential.

Another consideration is mobility: "geographic mobility" involves a move to a different city for job purposes, and "occupational mobility" involves a job change (e.g., designer to project engineer, or construction engineer to design engineer). Occupational mobility may or may not involve geographic mobility.

Generally, no geographic or occupational mobility is required for the **Technical** career person to reach Section Chief level in District Offices. However, the number of section chief positions are very limited, therefore your chances at this type of job are limited. To obtain higher level positions, the **Technical** career person may have to consider moving to other Districts, CENPD, other Division Offices, HQUSACE, or research organizations. Relocation decisions are personal, but geographic mobility may be necessary or desirable to achievement of individual goals.

DETAILS, DEVELOPMENTAL AND ROTATIONAL ASSIGNMENTS:

In order to expand your knowledge, skills and abilities (KSA's), you can be detailed to another position in your own or another work area when a person is on extended leave or assignment to another position. Or you can enhance your KSA's by filling in on other employees' jobs during vacation time. Your supervisor can provide you with information regarding details.

Developmental/rotational assignments within each District are normally for a 1-year period, however, there are 6-month to 4-year rotations. Employees who are offered rotational assignments have voluntarily indicated an interest in such assignments.

Career Program Managers (CPM's), Deputy CPM's and supervisors usually rotate persons by an exchange with another Branch or Functional Office, or to backfill behind someone on long term training (LTT) or other temporary vacancies. If the job experience or requirement is critical to the employee or to the Functional Chief, a developmental/rotational assignment can be initiated without an exchange. Your supervisor can give you information on developmental and rotational assignments.

Increased emphasis is being placed on developmental assignments for managerial/executive employees, therefore it is important for you to discuss your interest in this type of assignment with your supervisor.

PROFESSIONAL ENGINEER REGISTRATION:

Some management positions at Branch Chief level and above require professional registration. Even if it is not a requirement for a targeted position, professional registration is universally recognized as evidence of technical

excellence. Professional registration, although not mandatory, is strongly recommended at the GS-11/12 level.

If you are preparing for your professional registration examination and certification, you may want to review, update and expand your knowledge by attending one of the refresher courses at a local college. Be sure to check with your supervisor and/or the Training Office regarding tuition assistance for the refresher course.

EMPLOYEE NOTES AND/OR QUESTIONS:

SECTION II

BASIC CAREER DEVELOPMENT PLANNING

SECTION II

BASIC CAREER DEVELOPMENT PLANNING

CAREER DEVELOPMENT/PREPARATION OF INDIVIDUAL DEVELOPMENT PLAN

KNOWLEDGE, SKILLS AND ABILITIES (KSA's):

As you begin to develop some awareness of your career goals, your individual interests, and the ways your knowledge, skills and abilities (KSA's) relate to your current job, you should discuss your interests and needs with your supervisor to formulate your career development plan. Your supervisor, an independent mentor, your Career Program Manager (CPM) or Deputy CPM will tell and/or show you how to prepare training requests and initiate developmental or rotational assignments to help you increase KSA's required at various grade levels.

INDIVIDUAL DEVELOPMENT PLAN (IDP):

The IDP is your initial career planning document and is usually completed during one of the following: (1) your annual performance evaluation, (2) early each calendar year, or (3) during the annual training survey, and then it is forwarded to the Training Office for processing of Government training requests.

To begin to identify basic information needed to discuss your career goals, training needs, and requirements, you should outline some of the information your supervisor will want to know when you go into your first counseling session, your annual performance evaluation, or your annual training survey.

- ◆ What are your current training needs? These training needs relate directly to what KSA's?
- ◆ What is the job/position you would like to be working in within the next year or two?
- ◆ What additional training, education and/or development do you think you need to be "well qualified" for the job/position you have identified?
- ◆ What is the job/position that you would like to have in 2 to 3 or 4 to 5 years?
- ◆ What additional training, education and/or development do you think you need to be "well qualified" for the long-range goal you have identified?
- ◆ Do you think you want to be a supervisor/manager or executive in the future? What position would you like to work toward?
- ◆ Do you plan to take additional classes, on your own time, to increase your knowledge or skills?

Education, training and development that is needed within the next year or two should be listed on your IDP each year, and these needs/requirements adjusted as your goals or the mission of the Corps changes. See Section V for a sample IDP.

When you have identified your long-range goals and the position(s) you want to prepare yourself for, you should outline a 5-year career development plan such as the one in Section V. You may want to then project your career goals and continue with a 10-year career development plan, then a 20-year plan and so forth.

CAREER COUNSELING RESPONSIBILITIES

CAREER COUNSELING BY SUPERVISORS, MANAGERS, CPM's, DEPUTY CPM's:

Career counseling is the way supervisors, managers, the CPM, Deputy CPM's and human resource specialists provide you with career program information. This information helps you identify career goals and develop plans to achieve your goals. Counseling begins with a supervisor's evaluation of your expressed desires and your potential to move into a more responsible or different position. Counseling leads to preparation of a career plan or IDP that outlines your short- and long-range career goals, and identifies the types of training and development needed to prepare you to achieve your goals.

In addition, counseling helps you understand the goals and objectives of the Corps so that your personal goals can be meshed with those of the District, Division and HQUSACE. Counseling is directed toward having the right people trained and developed at the right time.

Proper planning for individual development and for effective staffing in the engineering and scientific fields is dependent upon a realistic and impartial counseling system. Counseling will assist you to develop an IDP specifically designed to enable you to advance in your chosen career field.

Counseling promotes a closer understanding between you and your immediate and second-line supervisor. At the same time, counseling gives you keener insight into what your supervisor and manager wants or thinks. The consideration given and discussion regarding your career evaluation and IDP are serious tasks and should take into account your lifelong ambitions and expectations. To help you reach the highest point of development possible, evaluation of your potential for development must be based on information presented. This information must be accurate and comprehensive; it is your responsibility to ensure that it is. In addition, you and your supervisor should reassess each year, during IDP preparation, whether your long-range goals are obtainable and realistic.

CAREER MANAGEMENT SYSTEM

CAREER MANAGEMENT SYSTEM RESPONSIBILITIES:

Supervisors are responsible for counseling employees to help them understand the purpose of the career management system and to assist in developing career plans and goals. These plans should be consistent with your supervisor's assessment of your career development potential, your desires, and opportunities available for career development and progression. Supervisors should furnish information about the career management system and ensure you have access to information in Corps of Engineers regulations on all aspects of career management.

Career program managers have essential information about their respective career programs to help you make informed career decisions; CPM's and Deputy CPM's will be the principal counselors to supervisors on functional career program matters.

LINES OF COMMUNICATION IN E&S CAREER PROGRAM:

There are two lines of communication in E&S Career Program management and administration:

- ◆ Your functional channel, i.e., the E&S Career Program Manager, the Deputy Career Program Manager, and your Supervisor.
- ◆ The Human Resource Office.

Human Resource Offices (HRO's) are responsible for the effective administration of the E&S Career Program in these primary areas of responsibility:

- ◆ Compiling applicant lists; processing requests.
- ◆ Processing appointment documents and ensuring compliance with regulatory, administrative and procedural requirements.
- ◆ Processing promotion rosters, coordinating ad hoc committees, and ensuring regulatory processes.
- ◆ Assisting supervisors/managers with training needs and requirements, and processing requests.
- ◆ Providing program support and technical assistance on career management actions taken to support EEO goals.
- ◆ Ensuring use of available recruitment sources including those that produce qualified minorities, women and disabled persons.

CAREER DEVELOPMENT COORDINATION

RESPONSIBILITY FOR CAREER DEVELOPMENT COORDINATION:

Career development and coordination relates to all aspects of your employment with the Corps, from the date of your selection for a position through orientation to your job and to the Corps. This coordination continues through developmental and rotational assignments, promotion actions, reassignments, education and training, including any long-term training (LTT) you may be qualified for during your employment.

You are responsible for your own career development coordination and planning, however, you may need advice and assistance from your supervisor and management to formulate your plans to be consistent with functional needs. Involving supervisors and CPM's in career planning can ensure that your career development is consistent with both functional and individual interests and needs.

Career counseling logically leads to development of a career plan that includes your short- and long-range career goals and the actions needed to achieve them. Career planning is a responsibility shared by you, your supervisor, the CPM and the Training Office. A realistic, well-conceived career plan should be flexible enough to accommodate changed or unexpected development opportunities and to recognize multiple ways (where several exist) of arriving at your goals.

The Profile of Career Progression and Training Plan on the next page outlines training opportunities by typical career progression periods.

CAREER DEVELOPMENT COORDINATION, COUNSELING, PERFORMANCE PROBLEMS:

Career development coordination and counseling should normally occur during the annual preparation of your Senior System Civilian Evaluation Report Support Form and IDP development. However, if you have had performance problems during the career evaluation period, your supervisor will counsel you on the need to improve current performance and focus on remedial or catchup actions for improvement before giving attention to career planning. When the supervisor determines that your performance has improved to an acceptable level, further career development planning should be discussed to help you develop an updated career plan.

CAREER TRAINING, EDUCATION, DEVELOPMENT ACTIVITIES/RESOURCES

CAREER TRAINING, EDUCATION AND DEVELOPMENT ACTIVITIES:

Career counseling will help you set realistic career goals and your supervisor will help you with training, education and development activities related to your career goals. Your supervisor will also advise you of functional requirements within your section or branch that will be needed within a specific time frame.

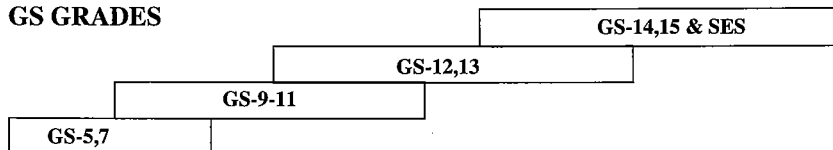
EXAMPLES OF PLANNED TRAINING AND DEVELOPMENT ACTIVITIES ARE:

- ◆ Planned on-the-job training.
 - ◆ Attendance at government-sponsored or nongovernment formal training courses.
 - ◆ Developmental assignments (to include short details or task force assignments).
-

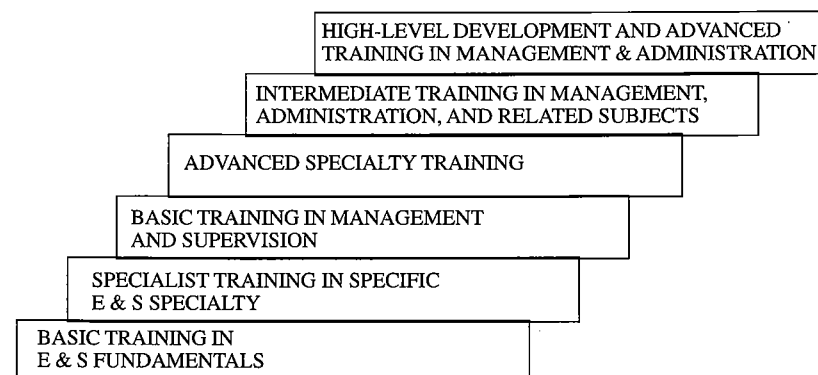
PROFILE OF A SAMPLE E&S CAREER PROGRESSION & TRAINING PLAN

Junior Developmental Period	Specialist Developmental Period	Intermediate Developmental Period	Managerial Executive SES
<ul style="list-style-type: none"> Δ Receives basic foundation in E&S career field Δ Given progressively responsible assignments Δ Formal training assignments Δ Self-development activities initiated Δ Training assignments made on selective basis Δ Training conducted primarily at installation 	<ul style="list-style-type: none"> Δ Given progressively responsible assignments to broaden development Δ Training opportunities provided on a more selective basis Δ Specialized training opportunities provided Δ Close relationship to subject matter and to the duties and responsibilities Δ Self-development activities accelerated Δ Opportunities for training and experience Corps-wide 	<ul style="list-style-type: none"> Δ Formal training opportunities provided on a highly selective basis Δ Self-development emphasized Δ Training becomes more generalized-less specialized Δ Opportunities for training and experience Army-wide 	<ul style="list-style-type: none"> Δ Training primarily to keep abreast of new developments Δ Self-development activities predominate

GS GRADES



TRAINING OPPORTUNITIES BY TYPICAL PROGRESSION PERIODS



-
- ◆ Rotational assignments within your function, to another function, to CENPD or to HQUSACE.
 - ◆ Long-term training.
 - ◆ Participation in professional societies.
 - ◆ Self-development programs to improve skills (at own time and expense).

CAREER TRAINING, EDUCATION AND DEVELOPMENT RESOURCES:

Your supervisor has a Managers and Supervisors Training Handbook ("**Purple Book**"), which lists technical training available and the sources. The **Purple Book** is a primary source for the courses (referred to as PROSPECT courses) conducted and coordinated by the Corps of Engineers Training Center in Huntsville, Alabama. Besides the PROSPECT courses conducted in Huntsville, there are numerous other locations and your own locality where these courses are conducted during the Fiscal Year. Your supervisor will help you determine which courses are required and the grade level at which you should apply for the training. These technical training courses apply to a wide range of jobs and are very important to persons pursuing a technical career. Appendices C and D in Section III indicate the recommended grade level of these courses for each intern, intermediate and full performance specialist.

Your function Training Coordinator has a Catalog of Civilian Training, Education and Professional Development Opportunities which lists professional and long-term training (LTT) programs. The Training Coordinator also has a copy of the annual training catalog from the regional Office of Personnel Management (OPM), which lists subject-specific supervisory and basic management training, and the catalog of management seminars offered through the Executive Seminar Centers each fiscal year. The management seminars are one source for the upper level requirements of a well-defined management specialist's career development plan.

Local colleges and universities can help you acquire the knowledge necessary to increase your skills and abilities on your current or desired future jobs. There are many nongovernment seminars and workshops to provide needed knowledge and skills.

TRAINING OFFICE:

The Training Office will secure space allocations for all government training and will inform your supervisor when you are scheduled to attend training outlined on your IDP. You and your supervisor should make every possible effort to ensure you attend scheduled training. In many cases, tuition must be paid even if you do not attend. In addition, supervisors and managers are subject to budgetary limitations that may affect your training requests.

Your supervisor will tell you if a specific class is not available during the upcoming fiscal year. You and your supervisor may decide to substitute another course if one you selected is not available. A second-level manager or approving official may also change your IDP to more closely align your needs with organizational requirements and needs. Changes should be explained to you when they are made. You should check with your supervisor if you are not told why changes were made in your IDP.

CAREER TRAINING NEEDS AND REQUIREMENTS

TRAINING REQUIREMENTS:

Training that is currently considered significantly important to Corps of Engineers employees is summarized below and on the following page:

New training requirements outlined by the Department of Army Workforce Improvement Act (DAWIA) are very important for a select group of E&S employees. Immediate efforts should be made by your supervisor and the Training Office to secure course spaces if you are one of those select employees. (See Section III, Appendix C-1/D-1 of the Construction function for specific requirements.)

Leadership Education and Development (LEAD) training, which has been conducted by the Districts, should be scheduled for you by your supervisor as your work schedule permits if it is part of your job requirements and approved on your IDP.

Total Quality Management (TQM) training, which has been coordinated at each District and CENPD, should be scheduled for you by your supervisor as your work schedule permits and if it is part of your approved IDP.

Since Program and Project Management has become a critical part of the E&S Career Program, you need to familiarize yourself with the importance of this function. Your future career planning may include this career field and specific basic and recommended courses will be important to you.

With the new and continuing program requirements in the environmental area, it is very important for all employees to become familiar with the pressures the environmental and natural resource issues bring to the Pacific Northwest and Alaska.

It is of critical importance for environmental professionals, whose responsibilities are to ensure that environmental concerns are properly carried out, to be able to prepare for a successful career in the environmental professional program. The duties and responsibilities, and the knowledge, skills and abilities (KSA's) in the environmental career fields are extensive. Mandatory training requirements are significant in order to work at Hanford, or at many of the other numerous sites in the four Districts.

In order to insure both multifunctionality and adequate mastery of at least a portion of the total environmental field, two career fields have been established: Natural Resources Management and Environmental Programs Management. The job titles range from engineers (chemical, civil and environmental), to archaeologists, architects, biologists, chemists, ecologists, entomologists, geologists, soil scientists and community planners — and that is still not the end of the list of occupations from which environmental professionals are typically drawn in order to meet the NPDO and District requirements set before us.

Note: If your job series is in the environmental and natural resources area, you and your supervisor should review and follow the *Career Development Plan for Environmental/Natural Resources Professionals* due from HQUSACE in Fiscal Year 1994.

EMPLOYEE RESPONSIBILITIES IN/FOR CAREER DEVELOPMENT

EMPLOYEE TRAINING, EDUCATION AND DEVELOPMENT RESPONSIBILITIES:

You are responsible for seeking training and education that will assure all performance objectives are met or exceeded. In addition, you are responsible to

- ◆ seek advice and assistance from your supervisor in gaining more in-house experience in proper operation of equipment,
- ◆ seek sources of information available at the Corps library or local libraries that will aid in work assignments,
- ◆ ask for details to other jobs/positions in order to enhance knowledge and skills, attend off-duty and night classes, when appropriate, to add new knowledge for the current job or for future job assignments,
- ◆ develop a weekly/monthly reading list of periodicals and professional publications, and lists of books which will assist you in gaining updated knowledge regarding your current job or future job assignments.

Your advancement as a Technical or Managerial careerist depends on your commitment to your current job, and to those jobs you identify as holding future interest for you and for your career with the Corps of Engineers.

Outlined in Table 2, Section III are the areas of competition for required training and developmental assignments, and for other training specified by regulation which you will need as you progress up the career ladders illustrated in Appendix A-1 and A-2, Section III.

Because the Corps of Engineers is continuously involved in new missions and because employees are being developed to move forward into jobs required by the changing environment, there is a constant need for individuals to deal with new tasks, perform new roles and provide new leadership. If you are willing and able to move forward with new job assignments, it is important that you have the skills to perform these new job assignments.

The KSA's outlined in Appendix B, Section III are significant to your career development, and are identified on the master training plan(s) in Appendix D, so that you will be able to identify all of your required KSA's.

For your information, and to keep you apprised of what NPDO and the Districts are doing regarding specific E&S Career Program requirements, a short overview of significant concepts, plans, outlines and various other education, training and developmental endeavors is included in the following pages.

CAREER PROGRESSION

STAGES OF YOUR CAREER PROGRESSION:

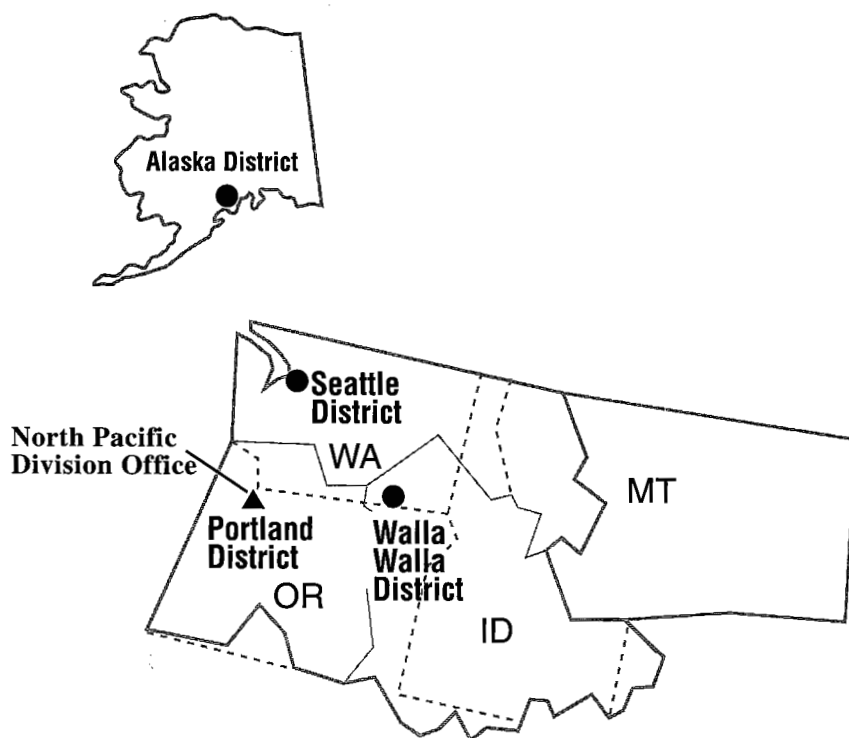
No matter what stage of your career you are now in, identifying and developing a Career Development Plan and an IDP can appear to be a formidable task if you are newly employed by the Corps or have just advanced to another job. You may want to read the book, *Novations: Strategies for Career Management* (see footnote) to help you identify the stages of your career progression so that you will be able to move forward more quickly with your career planning.

You should devote as much time to development of your IDP as you do to any other task or project you are assigned to do.

EMPLOYEE NOTES AND/OR QUESTIONS:

NORTH PACIFIC DIVISION

North Pacific Division



NORTH PACIFIC DIVISION

The Corps currently has eleven regional offices throughout the United States known as Divisions. Their boundaries follow river basins rather than state borders to best serve water resource needs.

The North Pacific Division (CENPD), based in Portland, Oregon, administers Corps work in the Pacific Northwest and Alaska. This includes all or parts of the seven western states which fall in the Columbia River Basin, as well as the coastal areas of Oregon and Washington, and the entire State of Alaska.

With more than 880,000 square miles, this is the largest Corps division, representing nearly 25 percent of the U.S. land area. About 60 percent — some 50,000 miles — of U.S. tidal coastline is managed here also.

The North Pacific Division also works internationally with our neighbors to the north, Canada. Three Canadian projects, part of the Columbia River Basin system, are operated by the Corps for unified flood protection and control.

Such a large area presents an array of geographic and scenic diversity. The Pacific Northwest is green and verdant in the western portion, yet arid and dry in the eastern half. And Alaska is famous for its sheer vastness, both in terrain and temperature ranges.

The Division manages all Corps of Engineers water resource activities in the Pacific Northwest and Alaska. The program totals \$392 million annually, a large part of which is for planning, designing, constructing and operating hydroelectric, navigation and flood control projects. This work is carried out through four districts located in Anchorage, Alaska; Portland, Oregon; Seattle and Walla Walla, Washington.

Environmental restoration work is a fast-growing part of the Corps' work in the Pacific Northwest and Alaska. This includes playing a key role in regional efforts to ensure the survival of salmon in the Columbia River system, and hazardous and toxic waste cleanup at formerly used military sites and at the Department of Energy's Hanford Nuclear Reservation.

In addition, military projects include building and updating facilities used by the Army, Air Force and National Guard.

NORTH PACIFIC DIVISION OFFICE

The North Pacific Division Office (NPDO) has engineering and scientific design, construction, engineering, operations and readiness, planning, and programs and project management responsibilities coordinated by the Directorate of Operations, Construction and Readiness, Directorate of Planning and Engineering and Directorate of Programs and Project Management. NPDO and the four districts employ about 3,400 civilian employees.

The Career Program Manager (CPM) and Deputy CPM's at the NPDO will provide you with information regarding the Corps mission and future directions so that you will be able to make the decisions appropriate to reach the goals you select for yourself. They will outline program and funding limitations so that you will be aware of what restrictions we may share as all levels work together towards developing an implementation plan for the future and the Army Corps of Engineers.

North Pacific Division Office commitment to Total Army Quality (Reference: AR 5-1, Army Management Philosophy) and/or Total Quality Management will require:

- ◆ that our organization develop a quality workforce with a proper force mix,
- ◆ that we provide demanding and realistic training,
- ◆ that we strive for continuous modernization, and
- ◆ that we have competent and confident leaders.

The Division Office recommends that E&S Career Program employees, supervisors and managers be scheduled for Total Quality Management (TQM) training sessions.

E&S career program employees need to become thoroughly familiar with the new Total Army Performance Evaluation System (TAPES) as it relates to those employees covered by the Senior System, including career interns (EITs). The Division Office and the Districts are conducting training for you on the new TAPES, and new employees will be scheduled for this training by their supervisors. It is important that you understand thoroughly your performance requirements, that these are being met, or that you receive additional training, education and/or developmental/rotational assignments to assist you in meeting all of your requirements.

The Division Office CPM and Deputy CPM's will work diligently with you to arrange developmental assignments that will meet both Corps goals and objectives and develop employees to their greatest potential in order that they will be highly qualified for various vacancies within their District, in other Districts, the Division Office or HQUSACE.

In addition, employees who may be interested in supervision and management need to research the Leadership Development Program and/or Management Intern Program coordinated by their Training Office staff. These programs will provide some of the most meaningful courses and developmental assignments needed for their individual training and development, and promotion to supervisory, managerial and executive positions.

The Executive Development Program (EDP) training, education and development outlined in the ACTEDS section of this Guide and explained more in-depth in Section IV should be carefully studied and adhered to if you plan to progress to Chief or Assistant Chief of a function in your District, NPDO, or HQUSACE. Section IV also outlines Senior Executive Service requirements for Director positions at NPDO or HQUSACE.

If you are one of the employees that needs training under the new Department of Army Workforce Improvement Act (DAWIA), your supervisor and the Training Office will work with the Division Office Human Resource personnel to obtain space for you in the course(s) that are required for your job.

As Corps missions continue to change, employees need to avail themselves of the requirements of newly established jobs in order to secure needed training and education, and to consider same-grade developmental assignments or reassignments in order to expand their range of skills and knowledge. Details may be arranged for shorter periods of time, however six-month to one-year developmental assignments will provide the greatest breadth of experience.

As the Corps of Engineers exercises its stewardship responsibility, employees of the Corps must be open to more technological changes, more program changes and more personal changes in order to continue to move forward with their careers.

Due to mission changes and dual career families, there will be a greater number of decisions required in order for Corps employees to progress to their desired goals.

Employees need to take the initiative to seek information from their supervisor, CPM and Deputy CPM or the Human Resource Office regarding vacant positions, newly established jobs or even newly established offices where they feel their KSA's may be more readily used to the fullest potential.

As Corps employees reach their desired goals, less formal training and education will be required or expected in order to progress to the highest possible technical, supervisory or managerial position. These highly-trained employees will continue to be considered for reassignments and promotions as opportunities are made available.

Some employees may decide to move to another Federal agency, to a state or county agency, or to a private firm to gain additional experience and exposure, and then return to the Corps of Engineers after a period of time.

The Division Office values all employees and the contributions they make toward meeting Army, Corps of Engineers, NPDO and District goals and objectives.

EMPLOYEE NOTES AND/OR QUESTIONS:

ALASKA DISTRICT

ALASKA DISTRICT

The Alaska District designs and constructs facilities for the Army, Air Force, and National Guard in Alaska, develops and protects water resources and coordinates environmental restoration projects. The District is staffed by a force of approximately 20 Army Engineer officers and some 400 civilians.

The District's area of responsibility, the entire State of Alaska, covers 586,000 square miles or one sixth of the United States. The District headquarters is located on Elmendorf Air Force Base near Anchorage. A construction field office is located on Fort Richardson near Anchorage and on Fort Wainwright near Fairbanks. A fourth office is located at the Chena River Lakes Flood Control project.

The District has recently designed a new hospital for Elmendorf Air Force Base and several projects for an Air Force Station in the Aleutian Islands, and has completed a multi-million dollar construction program at Fort Wainwright. The District has designed and constructed buildings, roads and runways for five major Army and Air Force installations in south-central and interior Alaska; about 60 National Guard armories, including the largest National Guard facility in the nation at Fort Richardson; and numerous facilities at remote Air Force sites.

The District has designed and constructed nearly 40 navigation projects throughout coastal Alaska, including recent projects in the Pribilof Islands. The Snettisham Hydroelectric project, which supplies power to Juneau, was the Corps' first lake tap nationwide, and features the Corps' only underground powerhouse, and one of the few Corps-built transmission lines in the country.

An area of growing public interest in Alaska is the Corps' authority to regulate placing fill material in wetlands and other waters of the United States. Approximately one third of Alaska, including the oil rich North Slope, is wetlands.

A new Corps program, the Defense Environmental Restoration Program, was created by Congress to remove unsafe or unsightly buildings and debris and hazardous waste from formerly used military sites. The District was the first in the nation to award clean-up contracts in this program.

The Corps has been conducting surveys in Alaska since 1869, two years after Alaska's purchase from Russia. When the Alaska District was created in 1946, it received Alaska military construction authority from the War Department. Three years later, civil works responsibility transferred from Seattle District.

ALASKA DISTRICT: E&S CAREER PROGRAM

Alaska District's (NPA) Career Program Manager (CPM) and Deputy CPM's are dedicated to the total aspect of an employee's career, from the initial training of EIT's who are continuously being entered into the EIT Program each year, through their complete career development as the most highly trained engineer or scientist available to handle the many diverse programs coordinated by the district.

The Assistant Chief of Engineering is the EIT Coordinator. He works directly with each new EIT to design a developmental plan that will take the trainee through each major function in the District in order to learn the widest range of knowledge and skills possible for new employees. EIT's are encouraged to increase their KSA's by attending night classes, on their own time, including Arctic Engineering. The District has included Programs and Project Management function in the EIT rotational plan. If Department of Army (DA) funds are not received for the EIT trainees, the District hires fewer trainees for that year and uses NPA funds.

The major emphasis of the CPM and Deputy CPM's at NPA is to develop the most technical expertise possible for all of their engineers and scientists. Their goal is to have the most competitive and most competent engineer-scientist employees possible. They want each engineer and scientist to know and appreciate that the Corps of Engineers has the most engineering expertise available in any organization.

The CPM and Deputy CPM stress developmental/rotational assignments in order to increase an employee's KSA's. They feel that employees should continually be doing "reality checks" to assure that:

- ◆ they have the best possible technical expertise available,
- ◆ they could be rated highly qualified for vacancies or newly established jobs in various functional areas, and that
- ◆ they know which forms to complete and understand what is necessary to be available for developmental/rotational assignments, details, reassignments, promotions, LTT applications, in-house training programs, government and non-government training applications.

The Total Quality Management (TQM) program at NPA receives substantial emphasis with a class conducted every other month for a group of twenty enrollees. The TQM program, which is a 16-hour course, was designed by the Chief of Engineering, who is also the instructor, after he attended a series of courses conducted in Alaska, and then redesigned the course to include DA and

Corps materials relevant to the Total Army Quality concept plan. Every employee at NPA is scheduled for this training. NPA also has several Process Action Teams (PAT) addressing different processes toward improvement.

The District Management Intern Program was developed during FY 1989 to identify and select high caliber employees who possess managerial traits and provide them with an environment that will nurture their abilities. Mentoring is the major thrust of the Management Intern Plan (PLAN) as it minimizes costs and maximizes preservation of institutional knowledge. Mentors prepare a training plan which describes projects for each intern and lists resources available to the intern. The mentor is the intern's guide and counselor during the two-year assignments, one year in the prime assignment followed by two 6-month rotations. The Plan will focus on hands-on, practical application of leadership skills and those selected will function as deputies to the manager/mentor in the primary area of assignment. Interns will complete graduate level Public Administration courses at a local university; at least one course per semester and most courses will be completed on the employee's own time. This program is intended for GS-11/12/13 employees who have aspirations and capabilities to strive for Branch level positions or higher. The intern's progress is monitored by the mentor and the selection panel.

EMPLOYEE NOTES AND/OR QUESTIONS:

VISION STATEMENT: We work together to serve the public by providing quality products and services for our customers.

- VISIONEERING -

PORTLAND DISTRICT

PORTLAND DISTRICT

Growing awareness of the Columbia and Willamette rivers as major factors in regional development led to the establishment in 1871 of Portland District.

Today, missions of flood control, hydropower, recreation, irrigation, water supply, navigation and fisheries and wildlife present a challenging balancing act. All call for expert and innovative engineering. District boundaries cover 79,405 square miles in western and central Oregon and 8,740 square miles in southwestern Washington. There are three lock and dam projects on the Columbia River, which is a vital commercial shipping route. The District has 13 projects in the Willamette Valley and three in the Rogue River Basin in southern Oregon.

About half of Portland District's personnel work in the District Office in Portland, half at project and field offices throughout the state and on two dredges.

Portland District has 60 hydropower units at 12 projects. Navigation is vital to the region and the District maintains 720 miles of federal navigation channel, plus 33 channel and harbor projects. Flood damages are prevented by multipurpose projects, bank protection, diking and channel improvements. District experts design and construct recreational areas at our projects.

The environment is assuming priority importance throughout Portland District. Issues of successful passage of anadromous (migratory) salmon on the Columbia-Snake river system are complex. Engineers and biologists work together to design and construct bypass facilities for downstream migrating juvenile salmon. District personnel also work to protect wildlife and plants. Hazardous and toxic waste cleanup is a growing field.

In the Support for Others category, the successful 10-year restoration efforts following the Mount St. Helens eruption led to a request for District help following the Mount Pinatubo eruption in the Philippines. Other support actions include work for federal agencies such as the Bonneville Power Administration and Environmental Protection Agency, and assistance on projects being done by other Corps districts or divisions.

New challenges continue to present themselves as the District tackles rehabilitation of its older projects—Bonneville (1938), The Dalles (1957) and John Day (1968).

The District's strength is in its people and their technical expertise. The principles of Total Quality Management are guiding the people of Portland District toward the future with confidence and pride.

PORTLAND DISTRICT: E&S CAREER PROGRAM

Portland District's Commander, CPM and Deputy CPM's, along with managers, supervisors and the District Training Office form a proactive group that works to provide engineers and scientists with training, education and developmental opportunities that will help them develop within their personal career goals and advance within the District/Division/HQUSACE/Department of Army (DA).

When the Leadership Program was initiated early in FY 1986, the Commander felt that the Corps' direction, as we move into the 21st century, would provide challenges that could only be met by a well-connected group of employees committed to working together to make all of Portland District's goals become reality. The District Leadership Development Program goals are to develop potential leaders/managers with shared District vision and values and to promote team building for our future organization. The core of our Leadership Development Program includes:

The Art of Executive Excellence
Public Administration Mini-Series
Networking/Developmental Assignments

This core curriculum is designed to promote:

- ◆ Leadership & Management Skills
- ◆ Principle Centered Leadership
- ◆ Organization Effectiveness
- ◆ Communication Skills
- ◆ Career Enhancement
- ◆ Managing Change
- ◆ Self Motivation

Approved developmental and rotational assignments are coordinated by the CPM and Deputy CPM's. Numerous employees, supervisors and managers have participated in significant 6-month to 4-year assignments, generally at the GS-11/12 level and above. Those assignments have given them the critical KSA's to progress within their selected program areas.

The District has actively instituted Total Quality Management (TQM) training for all District employees, with instructors trained specifically for this type of class. The training ranges from courses in analytical techniques to directing small Process Action Teams (PAT) of employees in improving specific processes.

The District's IDP is a significant planning document for each and every employee. The IDP is completed each year prior to or during March so it can be used when considering PROSPECT and OPM courses, and for local planning. The training history is an integral part of the District's automated training system.

As technical needs/requirements are identified by employees/supervisors and managers, the District Training Office works with the Corps of Engineers Training Center at Huntsville, Alabama to bring PROSPECT courses to Portland annually. These critical PROSPECT courses are identified during the annual training survey. The Training Office then coordinates with the Huntsville Training Center to allocate enough spaces to Portland District, NPDO and the other Districts.

Mandatory supervisory training courses are coordinated and/or conducted at the District once a year or once every two years, depending on the number of enrollees available. The mandatory, Priority I courses are:

- ◆ Basic Supervisory Course
- ◆ Leadership, Education and Development (LEAD)
- ◆ Role of Supervisors and Managers in EEO

There are many nongovernment classes/courses/seminars/workshops available in the Portland area. Colleges and universities provide significant career-oriented courses for E&S Career Program employees. Managers may submit requests for in-house contract courses if the needs/requirements are significant enough to warrant in-house and on-duty time courses.

An intensive program in Public Administration is available at several local colleges for managers and executives. The courses are open both to those who seek a degree and those who want only to enhance their professional skills in particular areas. These courses augment the practical understanding of the administrative process and improve the managerial effectiveness of career officials.

EMPLOYEE NOTES AND/OR QUESTIONS:

SEATTLE DISTRICT

SEATTLE DISTRICT

Seattle District (NPS) was founded in 1896, seven years after Washington became a State, to develop defense works on Puget Sound. In 1982, after 10 years of exclusive civil works activity, the military mission was reassigned to Seattle from Sacramento District. It took one year for the District's military activity to overtake the program level of civil works. Military construction (MILCON) mission boundaries take in Washington, Oregon, Idaho and Montana, including one of the largest Army posts in the country - Fort Lewis near Tacoma. Army and Air Force Reserve and National Guard facilities are also serviced in the four-state area.

Seattle District's civil HTRW and military projects begin with the Program and Project Management Function, where customer's requirements are identified, scoped and programmed. Projects are managed under the life cycle concept. The projects are assigned to Engineering Function where multidisciplinary staff plan and design projects ranging in size from a large medical facility like Madigan Hospital to small boat harbors. Six branches in Engineering provide the technical expertise to carry out these projects: Design, Planning, Survey, Cost Engineering, Geotechnical and Environmental Restoration, Hydrology and Hydraulics.

Construction function's men and women in the field working alongside contractors, strive to assure the quality of construction as well as the timely, cost effective and safe completion of the project. Customer satisfaction and met expectations are a prime concern of the staff, and new methods are being initiated and improved through an enlightened workforce. Partnering principles have greatly improved the District's vision of its internal workforce and external customers.

Operations function coordinates work through four branches: Project Operations personnel work at Albeni Falls Dam in Idaho, Chief Joseph Dam on the Columbia River, Lake Washington Canal in Seattle, Howard Hanson and Mud Mountain Dams southeast of Seattle, Libby Dam in Montana, and Wynoochee Lake Project on the Olympic Peninsula. That Branch is also responsible for Aquatic Plant Management, Recreation/Natural Resource Management, Energy Conservation/Diving Programs. Regulatory Branch regulates work in U.S. waters, including wetlands in Washington State, which involves coordination with the public, special interest groups, other government agencies. Navigation and Plant Branch performs hydrographic surveys and maintenance dredging for navigation projects; coastal revetments and debris collection. Emergency Management Branch coordinates and develops the District Mobilization Plan, inspects flood and shoreline protection work, organizes and directs flood teams and directs reconstruction of damaged flood control projects.

SEATTLE DISTRICT: E&S CAREER PROGRAM

The Seattle District (NPS) Career Program Manager (CPM) and Deputy CPM's are keenly interested in the widest possible range of technical training available for both engineers and scientists, and in developmental assignments which will enhance both District program requirements and employees chances at reaching their ultimate career goals.

The District requires a tremendous amount of technical and specialized training, much of which is coordinated through the PROSPECT training survey. The CPM, Deputy CPM's and the Training Office coordinate contract courses each year to be held primarily for NPS employees, which results in a significant savings in travel and per diem expenses. Also, much of the technical and specialized education and training is acquired by employees attending community college and university courses on their own time. This allows employees to gain knowledge from other enrollees in the classes and provides shared information with the community.

Developmental/rotational assignments are coordinated annually and on a voluntary basis by the CPM and Deputy CPM's in conjunction with employee performance evaluations and IDP's. High priority is given to such assignments in order to provide the greatest number of employees with an opportunity to expand their KSA's and to reach their career goals. These assignments are arranged between/amongst NPS functions, with other District's employees and with NPDO. Consideration is given to mid-level, as well as executive development enrollees.

An increasing NPS workload involves hazardous, toxic and radiologic waste (HTRW) clean-up and removal, which requires more of the scientific job classifications working in the environmental engineering field. This group of employees requires 80 hours of basic mandatory training, plus training updates. This training is unique to this type of work and very specialized. In addition, these employees are required to participate in medical surveillance programs.

Significant savings result from the use of the Basic Supervisory correspondence course (40 hours), which is one of two mandatory courses for new supervisors, and can be completed at any location. The Leadership Education and Development (LEAD) course (40 hours) is conducted in-house by a trained District facilitator and is another of the mandatory courses for supervisors. In addition, Total Quality Management and Investing in Excellence sessions are conducted in various time increments by trained facilitators and are open to any District employee.

The Seattle District Management Intern (MI) program was designed, developed and put into effect during 1987. It is used to systematically develop

the leadership and management skills of the District's current and future leaders and managers. It is a part-time, year long, multi-faceted leadership/management development program. The CPM and Deputy CPM's actively encourage E&S Career employees to participate in the MI program. Selected employees participate on a part-time basis while assigned to their regular positions. MIs can expect to contribute approximately 200-300 hours of their own time for evening meetings, reading and studying, working on team projects, and attending university classes.

Goals of the District MI program are to:

- ◆ Identify and develop a pool of high potential leaders and managers for the Corps to draw upon in the future.
- ◆ Develop awareness and understanding of the visions and values of current Corps of Engineers leaders and managers.
- ◆ Increase awareness of the culture and protocol of the Seattle District.
- ◆ Assist MIs in clarifying and establishing their own values.
- ◆ Provide a forum for future leaders and managers to exchange ideas, understandings and appreciation for organizations and disciplines within NPS.
- ◆ Foster group dynamics among MIs which will improve communication within the District across organizational lines.
- ◆ Provide a District-wide, focused approach to effective management methods and standards of competence.
- ◆ Provide career enhancement through personal development, improved skills and broadened understanding of District activities.
- ◆ Optimize use of executive development funds for leadership and management development.
- ◆ Differentiate between leadership and management skills and understand the need for both sets of skills.
- ◆ Foster the goals of the District's Equal Employment Opportunity Program.

Senior managers feel that these goals are also applicable to all other career employees who wish to increase their KSA's and become future leaders and managers at Seattle District, or at other locations, but do not choose to apply through the MI program. Therefore, these goals are used extensively in counseling with E&S career employees.

EMPLOYEES NOTES AND/OR QUESTIONS:

WALLA WALLA DISTRICT

WALLA WALLA DISTRICT

The history of the Walla Walla District (NPW) is closely linked to the development of water resource projects on the Columbia and Snake Rivers. Establishment of NPW in 1948 coincided with the start of construction on McNary Project on the Columbia River near Umatilla, Oregon. District boundaries generally follow the Snake River drainage and include approximately 115,000 square miles in the States of Washington, Oregon, Idaho, Wyoming, Nevada and Utah.

Early years of the District witnessed the construction of its eight major operating projects: In Washington, McNary Lock and Dam on the Columbia River; Mill Creek Project on Mill Creek; and Lower Snake River Project consisting of four locks and dams on the Snake River—Ice Harbor, Lower Monumental, Little Goose and Lower Granite; In Idaho, Dworshak Dam on the North Fork of the Clearwater River and Lucky Peak Project on the Boise River. These projects were constructed for navigation, flood control, irrigation, power and other authorized purposes.

Before construction of the major projects was completed, the Walla Walla District was asked to design, construct and improve facilities to mitigate for fish and wildlife losses caused by the changed river environment. The mitigation programs which include the Lower Snake River Compensation Plan and the Columbia River Juvenile Fish Mitigation Program have caused the Corps to acquire and develop thousands of acres of wildlife habitat, construct nine major fish hatchery complexes, modify the major projects to collect and transport juvenile salmonids and improve facilities for the upstream mitigation of adult salmonids.

With the beginning of the 1990's, NPW was asked to perform new missions of regional and national significance:

- (1) Being a principal participant in the effort to protect and enhance endangered and threatened species. Walla Walla District leads the effort to identify, through the Columbia River Salmon Mitigation Analysis and the System Configuration Study, the programs that will be used to restore and enhance the fish populations for the Columbia and Snake River basins.

- (2) Assist Department of Energy, Richland Office (DOE-RL), in the environmental restoration (ER) of the Hanford Nuclear Reservation which has been identified as among the most contaminated sites in the nation. In addition, NPW provides design, construction, mapping, estimating and management services to the DOE-RL.

Walla Walla District is proud of its achievements, its capability and its people. It is also secure in the knowledge that it looks forward to executing missions of regional and national significance as it moves forward into the 21st century.

WALLA WALLA DISTRICT: E&S CAREER PROGRAM

The Walla Walla District (NPW) Career Program Manager (CPM) and Deputy CPMs are continually recruiting into the Engineer-in-Training (EIT) program as the major engineer and scientist intake source for the District. The District uses the accelerated system for EITs and moves them from entry level GS-5 to succeeding grades.

The District CPM, Deputy CPMs, their managers and supervisors encourage all employees to develop a 5-year career plan, listing their goals and objectives, and then including the mandatory, highly recommended and recommended training courses. They encourage cross-functional training and developmental assignments. The Individual Development Plans are submitted to the Training Office for coordination of contract courses and individual space requirements.

Six or seven special/mandatory training courses are required for E&S Career Program employees who are assigned to the Hanford Environmental Restoration Project and are coordinated by the Training Office to NPDO Human Resource Office.

The District's Leadership Development Program (LDP) has been functioning for five years and is open to employees at the GS-9 and above grade level. E&S Career Program employees are encouraged to apply for and participate in this Program. Each year, twelve employees are selected to participate on a part-time basis while assigned to their regular positions. The LDP Program includes an analysis of one's leadership style, guided preparation of an IDP, attendance at university classes, visits to CENPD and private businesses, participation on team projects, attendance at District executive meetings, and a mentoring relationship with a senior manager.

The District conducts Leadership Education and Development (LEAD) sessions, which are part of the ACTEDS training for E&S Career Program Supervisors, by using instructors from the Seattle and Walla Walla Districts.

E&S Career Program employees are encouraged to participate in the District sponsored career development workshops for all employees through the Building Block program. This program stresses *teamwork, opportunity, growth, image, direction and quality* (often referred to as building blocks). Various CPM/Deputy CPM's, human resource and public affairs staff members conduct a series of workshops assisting employees at all levels to develop themselves professionally. Topics range from personal career planning and career package preparation to future thinking and diversity.

NPW managers have attended the Total Quality Management (TQM) 40-hour orientation series of sessions. The District's current emphasis is toward combining TQM and the Building Blocks training program.

EMPLOYEE NOTES AND/OR QUESTIONS:

SECTION III

ADVANCED CAREER DEVELOPMENT PLANNING

SECTION III

ADVANCED CAREER DEVELOPMENT PLANNING

Army Civilian Training, Education and Development System (ACTEDS) for Engineers and Scientists

ACTEDS IN MAJOR DISTRICT AND DIVISION FUNCTIONS:

The ACTEDS blends management, scientific and functional training needed by high potential civilians who aspire to key leadership positions at District level, such as Chief or Assistant Chief of the five major functions - Planning, Engineering, Construction, Operations, and Programs and Project Management. Those "key" positions and Assistant Chiefs at Division level are the top non-Senior Executive Service civilian E&S leadership positions within the Department of Army (DA). Division level Chiefs of these same functional areas are usually Senior Executive Service (SES). ACTEDS uses structures and relationships already established in the E&S Career Program.

PURPOSE:

This plan pertains to all DA civilians eligible for coverage under the E&S Career Program. The plan defines the blend of technical, supervisory, managerial and leadership training at the appropriate intern (GS-5/7/9), intermediate (GS-11/12) and management (GS-13/14/15) stages of a professional's career.

STRUCTURE:

This plan provides the structure for assuring that high potential civilians receive the training and developmental opportunities necessary to allow them to fill key positions, and that NPDO and the Districts receive maximum productivity with our scarce resources. Specifically, it assures that high potential professionals who aspire to key positions will have opportunities as follows:

- ◆ For developmental assignments to obtain broader career skills and knowledge which will help prepare for career progression.
- ◆ To strengthen field knowledge, experience and operations management capability.
- ◆ To strengthen policy development capability.
- ◆ To strengthen managerial and leadership skills.
- ◆ To have a road map to "key" on-the-job experiences and training.

E&S professionals generally work in five different functional areas as outlined above. The work processes, required management skills (other than personnel management), and required technical backgrounds are substantially different in each area. These functional areas are briefly outlined on the pages identified with the Functional Office name.

To reach key positions you must make choices. Your chances of reaching these positions will be affected by training and development decisions and actions that begin at the GS-11 and GS-12 levels. The E&S Career Evaluation System will be used in conjunction with the ACTEDS plan. When you register in the E&S program you indicate career goals. If these career goals include a key position, you will compete for identified ACTEDS training opportunities (see chart on next page).

Each activity will evaluate training and development needs and budget for locally-controlled training resources. NPDO will allocate HQUSACE funding to each District for specifically identified training, education and development.

MENTOR/MENTORING:

Although the supervisor is a principal mentor and guide, the reviewer, the CPM and the Deputy CPM's are also resources for advice outside your own area of experience. In addition, each activity may appoint an independent mentor to counsel employees who need additional help in establishing career goals.

CAREER DEVELOPMENT/INDIVIDUAL DEVELOPMENT PLAN

TARGET POSITION:

If you have identified a target position (see Table 1), you will be guided by your supervisor in developing a Career Development Plan (CDP) in accordance with a career ladder and an ACTEDS development plan. The CDP should identify all activities necessary to reach your desired goal; it is not intended to be accomplished in one year.

Annually, during your performance objectives review, you and your supervisor should develop an Individual Development Plan (IDP) that will list courses and details/developmental assignments for the next year or two which will continue to advance you toward your career goal. The IDP used by the Districts and NPDO is available from your supervisor or the training coordinator for your function. Each year a copy of the IDP should be sent to the Training Office when completed, reviewed and signed.

An updated/amended IDP should be completed, reviewed and signed whenever there is a major reassignment or promotion throughout the year; the IDP should then be forwarded to the Training Office for processing. It would be identified as "UPDATED" or "AMENDED" and that notation placed in the upper right hand corner of the form.

CAREER LADDERS:

Your supervisor and/or mentor will have career ladder information and development plans to help you with your career planning. You will compete for training that is required for movement up the career ladder toward a desired key position. Competition will be held within the areas of consideration listed in Table 2.

CIVILIAN LEADERSHIP TRAINING COMMON CORE

EXECUTIVES

- SES Orientation
- Force Integration
- Leadership Development Program

MANAGERS

- Management Development Seminar
- Organizational Leadership for Executives
- Personnel Management for Executives
- Army Management Staff College

SUPERVISORS

- Supervisory Development
- Leadership Education and Development Course

INTERNS

- Intern Leadership Development Course

Career ladders shown in Appendix A are recommended career paths for progression to key positions in the major functional areas. These career ladders are NOT considered the only way to reach a key position, but they are the most likely way. These ladders provide for crossing functions, however, it should be noted that it is difficult in practice above the GS-12 level.

Appendix A-2 shows possible cross-functional moves based upon similarities in basic technical skills and interrelationship of missions (i.e., certain functional areas interact to carry out the mission). Cross-training in more than one subspecialty is highly recommended to advance to key positions in that function. Cross-training between functions, as indicated in the District, Division and Headquarters illustration, is also desirable.

COMPETENCIES:

Teams of senior incumbents in the key positions in each functional area identified the KSA's required for top performance. Of the 23 competencies identified, 19 are generic (though the generic technical competencies are to some extent functional specific) indicating the belief that given appropriate technical experience, managers can cross functions. The competencies are outlined in Appendix B.

Oral and written communication skills, supervisory and personnel management skills, and resource management skills are common across all functional areas. Technical and functional competencies required vary widely from one function to another. There is a strong requirement for on-the-job experience in line management within the specific function. The 23 competencies indicate that both technical and management experience in the function is necessary.

DEVELOPMENTAL AND/OR ROTATIONAL ASSIGNMENTS

Key Leadership Position Developmental Requirements:

Division and District CPM's should identify positions which are suitable for providing developmental and/or rotational assignments. Developmental assignments are very important and are identified as mandatory to obtain the necessary competencies for key leadership positions.

A common requirement for key positions is extensive middle management experience in the function far beyond that which can be gained by a short assignment. Your IDP should show the developmental assignments which, along with long-term assignments to positions in the career ladders (Appendix A-2), provide the competencies necessary for maximum effectiveness in key positions.

MASTER TRAINING PLANS

Key Leadership Position Training Requirements:

To be considered for a key position, you should strengthen your training in

supervision, management and leadership, communications, and resource management skills. Appendix C shows a common pattern of emphasis on these training requirements.

Master training plans are outlined in Appendix D. Where a specific source for a course is not listed, it should be understood that the course title is generic and that there are multiple sources.

Definitions of categories of training outlined in Table 2, the Career Development Plans in Appendix C, and Master Training Plans in Appendix D are as follows:

Universal Training: This is for all individuals who have similar duties and responsibilities in a line of work.

a. Universal Mandatory, Priority I — This training is required for successful performance on the job (i.e., a person cannot perform the duties of the position successfully without it), or to meet certain certification requirements, or for health or safety requirements, or is mandated by higher authority (OPM, DOD, law). It must be completed within specified time frames before or after entry into the position. This training is locally funded, except for the Intern Leadership Development Course (Center for Army Leadership). The Career Development Plan, Appendix C, identifies this training with an asterisk (*).

b. Universal Mandatory, Priority II — This category covers training that employees should have for effective performance such as training that directly affects the quality of mission accomplishment. Although this training should be completed within a specified time period, it may be deferred due to lack of funding. This training is locally funded, except for ACTEDS interns and the leadership core curriculum (see Table 2). These include the Organizational Leadership for Executives, the Key Manager Course (to be developed), and the Leadership Education and Development Program (Center for Army Leadership). The Career Development Plan, Appendix C, identifies this training with a plus (+) sign.

c. Universal Recommended, Priority III — This category covers training recommended, rather than mandated, for all employees in the same line of work. This training is only for employees who need to build or enhance competencies, and is locally funded except for ACTEDS interns. The Career Development Plan, Appendix C, identifies this training with a pound (#) sign.

Competitive Training: This category includes training for which employees will be competitively selected (both short- and long-term training) to develop them for positions with greater responsibility in their career field. Competition involved allows all eligible employees in the career program to compete so that those with the highest potential for advancement receive the training.

For **short-term training**, this category would include executive development programs of less than 120 days.

For **long-term training**, this category includes Army-wide programs such as senior service colleges, fellowship programs, university programs, training with industry assignments, and developmental assignments over 120 days. There will be both local and DA-funded training in this category. The Career Development Plan, Appendix C, identifies this training as Highly Recommended (+\$) or Recommended (#\$) to denote its importance for career progression.

MOBILITY

KEY LEADERSHIP POSITION MOBILITY REQUIREMENTS:

The need for increased emphasis on training in leadership and management skills is identified and provided for within the plan. However, the required managerial and leadership training and developmental opportunities often will not be available locally to all ACTEDS identified candidates. Accordingly, the Army expects ACTEDS identified candidates to demonstrate a willingness to accept training and development assignments in different areas in order to attain the requisite training, development and experience qualifications for key positions.

Because of the Army's investment in training and developing these individuals, they are expected to demonstrate a willingness to be referred to key positions outside their own geographic area. Failure to participate in a variety of developmental assignments may impact an employee's competitiveness for key positions when compared with candidates who have enhanced their qualifications through these assignments.

Refusal of a job offer through the career referral system will remove the candidate's name from further referral to key positions for the duration of the referral cycle. Candidates who decline based on personal circumstances may petition for reinstatement by demonstrating that the refusal was for a serious compassionate reason.

EQUIVALENCY TRAINING AND EXPERIENCES

E&S CAREER REFERRAL SYSTEM:

This plan will operate in conjunction with the E&S Career Referral System, which is a mandatory referral system for GS-13/14/15, and will use the results of that system to select candidates.

Every possible effort will be made to provide each employee with adequate opportunities to complete the listed experience, training and developmental requirements, or to document an acceptable equivalency for review and acceptance by the HQDA Screening Panel.

Employees whose careers have not followed the progression outlined in the career ladder but who believe that their job-related experiences have provided the necessary knowledge, skills and abilities for referral to key positions will have an opportunity to provide their explanation with their career appraisal submission. The HQDA Screening Panel will determine whether the training and experience is considered equivalent.

SUMMARY

You are responsible for establishing your career goals and planning the way in which to achieve them. Your supervisor is expected to mentor and advise you and to make certain you understand your responsibilities. The reviewer, the CPM and/or Deputy CPM are available for mentoring also. This information, the ACTEDS Career Development Plan, Appendix C, and Master Training Plan, Appendix D, for each functional area will provide the written guidance to help in your planning process.

Career choices made at the intermediate level are significant for progression to key leadership positions. Self development activities such as pursuing professional registration, off-duty education, professional society activity and outside reading are also important and are the careerist's responsibility.

EMPLOYEE NOTES AND/OR QUESTIONS:

Table 1

Sample Format

CAREER DEVELOPMENT PLAN (CDP) FOR PROGRESSION TO ESRC ACTEDS POSITIONS

Include PERSONAL DATA such as NAME, SERIES, GRADE, SSN,
EMPLOYING ACTIVITY, MACOM, and SON.

IDENTIFY TARGET POSITION: After consideration of the Career
Ladders (Appendix A), Career Development Plans (Appendix C) and Master
Training Plans (Appendix D) identify one or more ACTEDS positions from the
following list to which you aspire.

- ☐ Chief **or** ☐ Asst. Chf., Construction Function; ☐ District **or**
☐ Division
- ☐ Chief **or** ☐ Asst. Chf., Engineering Function; ☐ District **or**
☐ Division
- ☐ Chief **or** ☐ Asst. Chf., Operations Function; ☐ District **or**
☐ Division
- ☐ Chief **or** ☐ Asst. Chf., Planning Function; ☐ District **or**
☐ Division
- ☐ Deputy ☐ District **or** ☐ Division Engineer for Prog./Project
Management
- ☐ Chief **or** ☐ Deputy Chief, Facilities Engineer Function
Lab. Chief **or** ☐ Asst. Lab. Chief **or** ☐ Division Chief, Research
and Development Function

DISCUSS YOUR GOALS with your supervisor, the career program manager, and/or an
independent mentor as appropriate for your career planning needs.

JOINTLY DEVELOP a schedule of training and development that will enable you to
reach your goals. Include the following activities on your CDP.

FORMAL TRAINING NEEDED: Identify name of course(s), source, length, and dates
to be taken.

DEVELOPMENTAL ASSIGNMENTS NEEDED: Describe type, length, source
recommended and dates planned/projected.

REASSIGNMENTS NEEDED TO ACQUIRE NECESSARY EXPERIENCE: Describe
type, length, source and dates planned/projected.

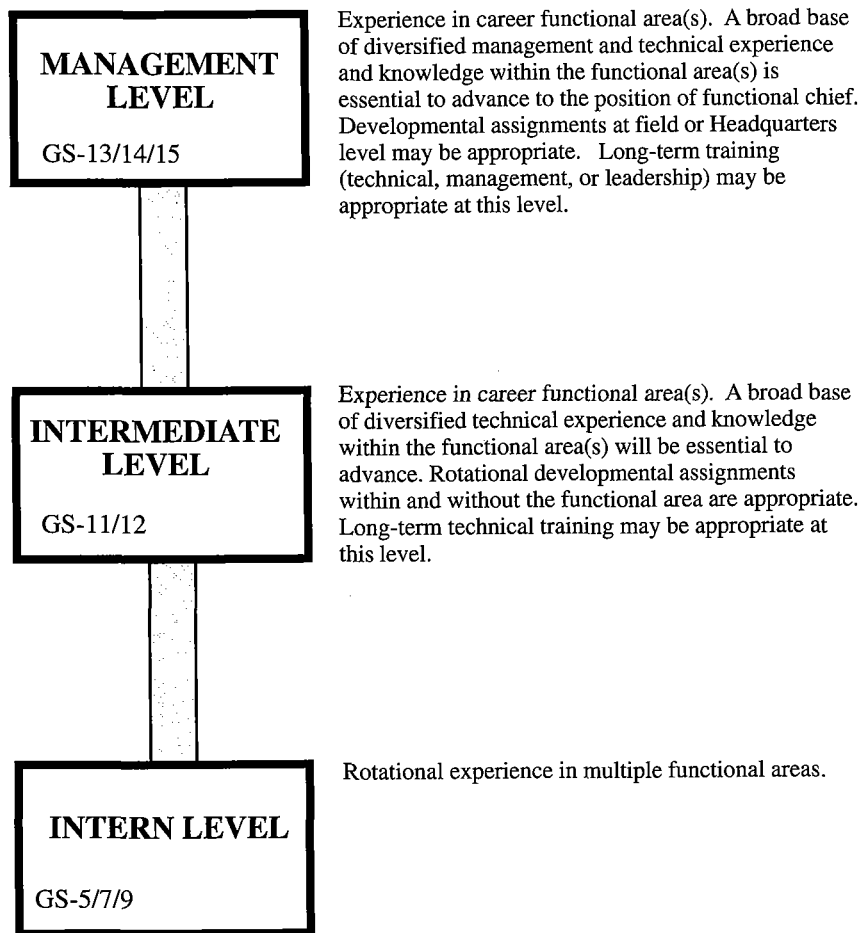
JOINT APPROVAL by employee, supervisor, CPM. Include name, signature and date for
each.

Table 2
Areas of Consideration for Training and
Developmental Assignments

TYPE OF TRAINING OR DEVELOPMENTAL ASSIGNMENT	AREA OF CONSIDERATION	FUNDING
UNIVERSAL TRAINING		
MANDATORY TRAINING, PRIORITY I		
Basic Supervisory Course	NA	Local
Intern Leadership Development	NA	HQDA
MANDATORY TRAINING, PRIORITY II		
Leadership Education and Development (LEAD)	NA	HQDA
Organizational Leadership for Executives (OLE)	NA	HQDA
Personnel Management for Executives (PME)	NA	HQDA
Budget	NA	Local
Communication skills	NA	Local
Computer applications	NA	Local
Contracting	NA	Local
Technical courses	NA	HQDA
		Local
RECOMMENDED TRAINING, PRIORITY III		
Executive development	NA	Local
Human Resources I-IV	NA	Local
Seminar for New Managers	NA	Local
Technical courses	NA	Local
COMPETITIVE TRAINING		
Army Management Staff College	Army	HQDA
Developmental Assignments	MACOM	MACOM
	Local	Local
Federal Executive Institute	MACOM	MACOM
Fellowships	Army	HQDA
Functional courses	MACOM	MACOM
Planning Associates	USACE	USACE
Senior Service College	Army	HQDA
University LTT	Army	HQDA
	MACOM	MACOM
	Local	Local

APPENDIX A-1

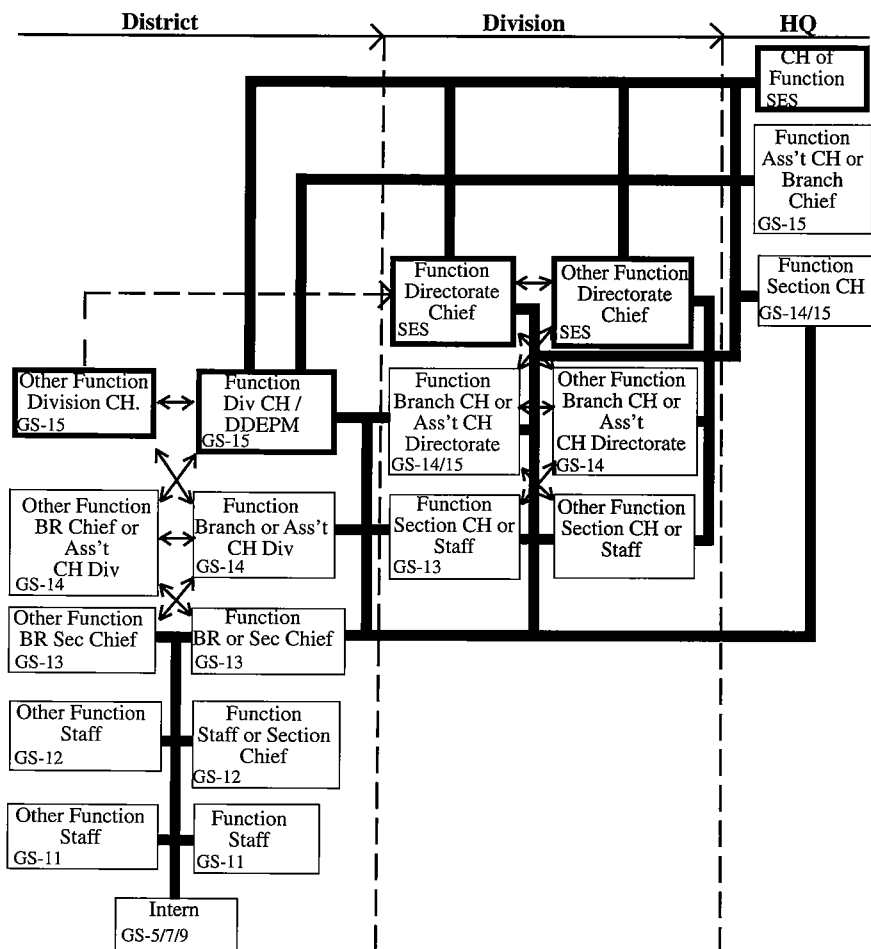
GENERAL CAREER LADDER FOR KEY ESRC POSITIONS



APPENDIX A-2

TYPICAL PROGRESSION TO KEY POSITIONS

CAREER LADDER FOR CONSTRUCTION, ENGINEERING, OPERATIONS, PLANNING,
DEPUTY DIVISION ENGINEER FOR PROJECT MANAGEMENT



— Typical Career Progression

← — Requires Appropriate Experience
In Gaining Function as Identified
in Appendix D.

□ Movement from other functions: Construction, Engineering,
Operations, Planning, Facilities,
R & D, Programs Management or Equivalent Field Office.

□ Key Positions and SES.

APPENDIX B

Knowledge, Skills and Abilities (Competencies)

1. LEADERSHIP/SUPERVISION/MANAGEMENT.

Ability to provide organizational leadership, direction and influence in developing and achieving mission goals and objectives. (1)

Ability to select, develop, motivate and supervise subordinates of varied backgrounds and skills. (2)

Ability to delegate authority. (3)

Ability to coordinate and integrate work programs of subordinate organizations, peer groups, and higher authority (4)

Skill in establishing and maintaining effective working relationships. (5)

Ability to relate organization and mission requirements to training needs. (6)

2. RESOURCE MANAGEMENT.

Ability to assess program requirements and to adjust available resources for optimum efficiency and effectiveness. (7)

Ability to execute technical activities within established financial and/or time constraints. (8)

3. PROGRAMMING/BUDGETING.

Ability to accomplish programming and budgeting activities, including long-range planning. (9)

4. COMMUNICATION.

Skill in oral communication and briefings. (10)

Skill in written communications. (11)

5. POLICY/TECHNICAL.

Technical competence in assigned activities. (12)

Ability to render sound technical decisions in a timely manner. (13)

Knowledge and technical application of applicable laws, policies, regulations and procedures. (14)

Knowledge of contract law and contract provisions related to assigned activities. (15)

Ability to apply methods and procedures necessary to assure quality end products, such as reports, plans, specifications, construction and maintenance.(16)

Knowledge of automatic data processing (ADP) concepts, systems capabilities, and economic usage to effectively accomplish assigned functions. (17)

6. HUMAN RESOURCES (PERSONNEL)

Personal commitment to equal employment opportunity (EEO), incentive awards, career development and special emphasis programs. (18)

Familiarity with personnel policies and procedures. (19)

7. FUNCTIONAL KSA

Knowledge of laws and requirements that impact on the socio-economic and environmental aspects of various activities and the ability to understand the inter-relationship of socio-economic and environmental goals and implement coordination required in the use of water and land resources. (Civil Works Planning Function, Engineering Function, Operations Function) (20)

Knowledge of business, industry and governmental methods, techniques, organizations, skills, trades, and other factors that affect assigned activities. (All functions) (21)

Skill in the conception, planning and conduct, and in the management of research in at least one area (engineering or natural, physical or social science) of interest to the Corps of Engineers. (Research and Development Function) (22)

Thorough knowledge of work classification and the regulatory and statutory restrictions on the expenditure of appropriated (military) and non-appropriated funds. (Facilities Engineering Function) (23)

Appendix C

Construction Career Development Plan (CDP)

Appendix D

Construction Master Training Plan (MTP)

Positions within the Construction function concern the management of construction contracts for military facilities and civil works projects, and may involve staff supervision of contract construction work, inspection of contractors' work to ensure compliance with contract requirements, contract administration, assembly of construction data and information to assist in the planning and engineering functions, and assisting procurement activities with package development. Disciplines may include architecture, chemical engineering, civil and structural engineering, electrical engineering, environmental engineering, general engineering, geology, and mechanical engineering.

Construction function administrative contracting officers and feeder positions in Districts and operating Divisions are considered "Acquisition Positions" subject to Defense Acquisition Workforce Improvement Act (DAWIA) requirements. The DAWIA mandates training, experience and education for: (1) people at any level who have contracting office warrants above the small purchase threshold (currently \$25,000), and (2) people in designated acquisition positions. A summary of the requirements are outlined on the following page. Supervisors and managers should become thoroughly familiar with these requirements for themselves and/or their employees.

The Construction function will provide you with office and/or field assignments. You will be provided with job/position specific and with personal career-related training, education and development in order for you to progress to your ultimate goal, whether in the field, in the District or Division, or on mobility assignments.

Director of Operations,
Construction and Readiness

Appendix C-1

Construction CDP Special DAWIA Requirements

Appendix D-1

Construction MTP Special DAWIA Requirements

In accordance with Defense Acquisition Workforce Improvement Act (DAWIA), there are three (3) separate sets of requirements for CP-18 ESRC. Which requirements apply depends upon:

- ◆ Whether the individual holds a contracting officer warrant;
- ◆ Whether the individual is a member of the "Acquisition Corps Workforce;"
- ◆ Whether the individual holds a "Critical Acquisition Position."

CONTRACTING OFFICER REQUIREMENTS:

DAWIA mandates specified training, experience, and education for all CP-18 employees who are warranted above the small purchase threshold (currently \$25,000), as follows:

- **Training:** Effective 1 October 1993, individuals in positions subject to DAWIA must complete mandatory contracting training courses; training varies according to position and grade level.

Courses: For CP-18, the required courses and their levels are as follows:

- ◆ Contracting Fundamentals (I) (ALMC correspondence course)
- ◆ Contract Pricing (I)
- ◆ Government Contract Law (II)
- ◆ Construction Contract Management (II)

Preferred Vendor: Naval Facilities Contracts Training Center (NFCTC), Port Hueneme, California is the preferred vendor because courses have been tailored to focus on facilities design and construction contracting.

- **Experience:** Effective 1 October 1993, two years experience in a contracting position is required. For CP-18, two years experience in construction contract administration meets this requirement.

ACQUISITION CORPS FUTURE REQUIREMENTS:

Employees at the GS-13 level and above will be eligible for membership in the "Acquisition Corps" when applications are accepted for membership at a later date and may be subject to both contracting officer and Acquisition Corps requirements. CP-18 personnel in GS-13 level positions will be required to complete Level II training and have 4 years of experience in acquisition positions.

REQUIREMENTS FOR CRITICAL ACQUISITION POSITIONS (CAPS):

Critical Acquisition Positions are at the GS-14 level and above. For the CP-18 workforce these are ACO positions at the GS-14 and above level, and training, education and experience standards are described in Acquisition Corps above.

CAREER DEVELOPMENT PLAN: CONSTRUCTION FUNCTION

EL OR DE	FORMAL CLASSROOM		ON -THE -JOB EXPERIENCE	DEVELOPMENTAL ASSIGNMENT	
	ALL FUNCTIONS	FUNCTION SPECIFIC		FOA	HIGHER HQ
GS 14/15	# \$ Federal Exec Institute # Exec Development Seminar # Managing Money & Material Resources	+ \$ University LTT	+ Area/Resident Engineer, Section or Branch Chief (12 months)		
GS 13/14	+ Personnel Mgt for Executives + \$ Army Management Staff College + Organizational Leadership for Executives # \$ Senior Service College # Administrative Public Policy	+ \$ University LTT	* Professional Registration + Supervisory Responsibilities * Contract Administration or Quality Assurance (12 months)	+ \$ Engineering, Operations, or Facilities (4 months)	+ \$ Div. or HQ (12 months)
GS 12/13	# Seminar for New Managers + Leadership Education and Development * Basic Supervisory Course # Human Resources III - IV	+ \$ University LTT + Advanced Contract Administration + Cost Analysis Construction Modifications # Military Construction Project Management # Value Engineering # A/E Contracting	+ Field Office Experience (24 months) + Supervisory Experience (12 months)	+ \$ Engineering, or Construction (12 months)	
GS 11/12	+ Communication Skills + Contracting Overview + Computer Applications # Human Resources I-II	# \$ University LTT	# Engineering (6 months) # Operations (6 months)	# \$ Facilities (6 months) # \$ HQ (6 months)	# \$ Div. (6 months)
GS 9/11		+ Contract Admin + Construction Safety + General Inspection + Network Analysis # Cost Reim Contracts + Neg Const Cont Mods + Const Quality Mgt # Technical Courses	* Construction (18 months)	* Facilities Engineering (GS-800 Series) (1 month)	
GS 5/7	* Intern Leadership Development		* Rotational Assignments (All) - For GS-800 Series - Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt (3 months)		
* MANDATORY (MAND-PR I) + HIGHLY RECOMMENDED (MAND-PR II) # RECOMMENDED (PR III) + \$ HIGHLY RECOMMENDED (COMPETITIVE) # \$ RECOMMENDED (COMPETITIVE)					

MASTER TRAINING PLAN : CONSTRUCTION FUNCTION

	GRADE LEVEL	DESC	TYPE	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED
MANDATORY--PRIORITY I (*)						
Basic Supervisory Course	12/13	S	FC	DA	Corresp.	3,18,19
Intern Leadership Development	5/7	L	FC	CAL	5	1
Intern Development Assignment- Facilities Engineering	9/11	F/T	DV	MACOM	30	12
MANDATORY--PRIORITY II (+)						
Personnel Mgt for Executives	13/14	M/L	FC	TAPA	8	2,4,5,6
Org. Leadership for Exec.	13/14	M/L	FC	CAL	5	1
Leadership Education & Development	12/13	M/S	FC	CAL	10	3,4,5,6
Advanced Contract Admin	12/13	T	FC	USACE	5	13,14,15
Cost Analysis Construction Mod	12/13	T	FC	USACE	5	14,15,16
Computer Applications	11/12	T	FC	VARIES	5-10	17
Contracting Overview	11/12	T	FC	VARIES	2-5	15
Communication Skills	11/12	M/L	FC	VARIES	5-10	11
Contract Administration	9/11	T	FC	USACE	5-10	13,14,15,
Negot Const Contract Mods	9/11	T	FC	USACE	5-10	8,13,14,15,16,23
Construction Quality Management	9/11	T	FC	USACE	5	16
General Inspection	9/11	T	FC	USACE	5	16
Construction Safety	9/11	T	FC	USACE	5	13,14,15
Network Analysis	9/11	T	FC	USACE	5	12,13,14,15,16
RECOMMENDED--PRIORITY III (#)						
Managing Money & Material Resources	14/15	M	FC	ESC	10	14
Executive Development Seminar	14/15	L	FC	ESC	10	13,1
Administrative Public Policy	13/14	L	FC	OPM	10	14
Human Resources I-IV	12/13	S/M	FC	USACE	5-10	2,3
Seminar for New Managers	12/13	M	FC	ESC	10	3,4,5
Military Construction Project Mgt	12/13	M	FC	USACE	10	7,8,9,14,23
Architect-Engineer Contracting	12/13	T	FC	USACE	10	12,14,15
Value Engineering	12/13	L	FC	USACE	10	12,13
Cost Reimbursement Contracts	9/11	L	FC	USACE	10	13,14,15
Technical Courses	9/11	T	FC	USACE	10	12,13,14,16,
COMPETITIVE--HIGHLY RECOMMENDED (+\$)						
Army Management Staff College	13/14	L	FC	DA	95	13,16
University LTT	12/15	M/T	FC	VARIES	120-360	1-6,12-14,16,20
Development Assignment- USACE HQ or Division	13/14	F/T	DV	USACE	360	1,4,5,6,12,14
USACE Engineering or Operations	13/14	F/T	DV	USACE	120	3,7,8,20,21,22
Facilities Engineering	13/14	F/T	DV	MACOM	120	3,7,8,20,21,22
USACE Engineering or Construction	12/13	F/T	DV	USACE	360	3,7,8,20,21,22
COMPETITIVE--RECOMMENDED (#\$)						
Federal Executive Institute	15	L/S	FC	FEI	20	1,2,3,9
Senior Service College	13/14	M/L	FC	CAL	360	1,7
University LTT	11/12	M/T	FC	VARIES	120-360	1-6,12-14,16,2
Development Assignment- USACE HQ or Division	11/12	F/T	DV	USACE	180	1,4,5,6,12,14
Facilities Engineering	11/12	F/T	DV	MACOM	180	1,4,5,6,12,14

Appendix C

Engineering Career Development Plan (CDP)

Appendix D

Engineering Master Training Plan (MTP)

Positions within the Engineering function concern complex design and the collection and evaluation of engineering information and management of civil works and military projects during the planning, design, construction, and operations phases. Disciplines in this function may include architecture, cartography, chemical engineering, civil engineering (structural, geotechnical, and hydraulic), electrical engineering, electronics engineering, environmental engineering, general engineering, geodesy, geology, hydrology, landscape architecture, land surveying (cadastral), materials engineering, mechanical engineering and soil science.

The Engineering function will provide you with assignments and responsibilities that will challenge you to develop to your highest capabilities. You will be encouraged to pursue supervisory and managerial positions if that is your ultimate goal. If you feel that supervision/management is not in your career plans, we will assist you to develop to whatever technical goal you identify, consistent with the Corps mission.

Note: If your job series is in the environmental and natural resources area, you and your supervisor should review and follow the **Career Development Plan for Environmental/Natural Resources Professionals** due from HQUSACE in Fiscal Year 1994.

Director of Planning and Engineering

CAREER DEVELOPMENT PLAN: ENGINEERING FUNCTION

LEVEL OR GRADE	FORMAL CLASSROOM		ON-THE-JOB EXPERIENCE	DEVELOPMENTAL ASSIGNMENT	
	ALL FUNCTIONS	FUNCTION SPECIFIC		FOA	HIGHER HQ
GS 14/15	#\$ Federal Exec Institute	+\$ University LTT	+ Supervisory Experience Branch Chief or Section Chief (24 months)	+\$ Another Function (4 months)	+\$ USACE HQ or Division (4 months)
	# Executive Development Seminar	+ Technical Short Courses	+ Participation in Technical Societies		
	# Managing Money & Material Resources		+ Computer Literate		
GS 13/14	+ Personnel Mgt for Executives	+\$ University LTT	* Professional Registration	+\$ Another Function (4 months)	#\$ USACE Division (4 months)
	+\$ Army Management Staff College	+ Technical Short Courses	+ Participation in Technical Societies		
	+ Organizational Leadership for Executives		+ Computer Literate		
	#\$ Senior Service College				
	# Administrative Public Policy				
GS 12/13	# Seminar for New Managers	+\$ University LTT	+ Engineer-in-Training Certification or Professional Registration	+\$ Construction or Planning (12 months)	
	+ Leadership Education and Development	+ Technical Short Courses	# Participation in Technical Societies		
	* Basic Supervisory Course		+ Computer Literate		
	# Human Resources III - IV		+ Supervisory Experience (12 months)		
GS 11/12	+ Communication Skills	#\$ University LTT	+ Engineer-in-Training Certification or Professional Registration		
	+ Contracting Overview	+ Technical Short Courses	# Participation in Technical Societies		
	+ Computer Applications		+ Computer Literate		
	# Human Resources I-II				
GS 9/11		+ Technical Short Courses	* Engineering (18 months)	* Facilities Engineering (GS-800 Series) (1 month)	
GS 5/7	* Intern Leadership Development		* Rotational Assignments (All) --For GS-800 Series-- Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt. (3 months)		

* MANDATORY (MAND-PR I) + HIGHLY RECOMMENDED (MAND-PR II) # RECOMMENDED (PR III) +\$ HIGHLY RECOMMENDED (COMPETITIVE) #\$ RECOMMENDED (COMPETITIVE)

MASTER TRAINING PLAN: ENGINEERING FUNCTION

	GRADE LEVEL	DESC	TYPE	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED
MANDATORY--PRIORITY I (*)						
Basic Supervisory Course	12/13	S	FC	DA	Corresp.	3,18,19
Intern Leadership Development	5/7	L	FC	CAL	5	1
Intern Development Assignment - Facilities Engineering	9/11	T/F	DV	MACOM	30	12
MANDATORY--PRIORITY II (+)						
Personnel Mgt for Executives	13/14	M/L	FC	TAPA	8	2,4,5,6
Org. Leadership for Exec.	13/14	M/L	FC	CAL	5	1
Leadership Education & Development	12/13	M/S	FC	CAL	10	3,4,5,6
Computer Applications	11/12	T	FC	VARIES	5-10	17
Contracting Overview	11/12	T	FC	VARIES	2-5	15
Communication Skills	11/12	M/L	FC	VARIES	5-10	11
Technical Short Courses	9/15	T	FC	VARIES	10	12,13,14,16
RECOMMENDED--PRIORITY III (#)						
Managing Money & Material Resources	14/15	M	FC	ESC	10	14
Executive Development Seminar	14/15	L	FC	ESC	10	13,1
Administrative Public Policy	13/14	L	FC	OPM	10	14
Human Resources I-IV	12/13	S/M	FC	USACE	5-10	2,3
Seminar for New Managers	12/13	M	FC	ESC	10	3,4,5
COMPETITIVE--HIGHLY RECOMMENDED (+\$)						
Army Management Staff College	13/14	L	FC	DA	95	13,16
University LTT	13/15	M/T	FC	VARIES	120-360	1-6,12-14,16,20
University LTT	12/13	T	FC	VARIES	120-360	7,8,12,14,16,20
Development Assignment - - USACE HQ or Division	14/15	T/F	DV	USACE	120	1,4,5,6,12,14
Other Functions	13/15	T	DV	VARIES	120	3,7,8,20,21,22
USACE Dist Png or Construction	12/13	F	DV	USACE	360	7,8,12-16,20,21
COMPETITIVE--RECOMMENDED (#\$)						
Federal Executive Institute	15	L/S	FC	FEI	20	1,2,3,9
Senior Service College	13/14	M/L	FC	CAL	360	1,7
University LTT	11/12	M/T	FC	VARIES	120-360	7,8,12,14,16,20
Development Assignment - - USACE Division	13/14	F/T	DV	USACE	120	1,4,5,6,12,14

Appendix C

Operations Career Development Plan (CDP)

Appendix D

Operations Master Training Plan (MTP)

Positions within the Operations function concern the management and regulation of the nation's water resources and improvements to rivers, harbors, and waterways for navigation, flood control, hydroelectric power, recreation, fish and wildlife, and related purposes (including shore protection). The Readiness function is responsible for mobilization and continuity of Government missions as well as for preparedness, response, and recovery activities for a broad spectrum of natural disasters. Disciplines in these two functional areas may include agronomy, biology, botany, civil engineering, community (urban) planning, ecology, electrical engineering, environmental engineering, fish and wildlife, forestry, general engineering, hydrology, landscape architecture, mechanical engineering, outdoor recreation planning, park management, social sciences (water resources planning), and soil science.

The Operations function will provide you with a very broad range of office and/or field assignments in order for you to develop to your fullest potential, whether as:

- ◆ a technical specialist, or as
- ◆ a supervisory/managerial employee after you have met the challenges in your technical areas of expertise.

Note: If your job series is in the environmental and natural resources area, you and your supervisor should review and follow the **Career Development Plan for Environmental/Natural Resources Professionals** due from HQUSACE in Fiscal Year 1994.

Director of Operations,
Construction and Readiness

CAREER DEVELOPMENT PLAN: OPERATIONS FUNCTION

/EL OR ADE	FORMAL CLASSROOM		ON -THE -JOB EXPERIENCE	DEVELOPMENTAL ASSIGNMENT	
	ALL FUNCTIONS	FUNCTION SPECIFIC		FOA	HIGHER HQ
GS 14/15	# \$ Federal Exec Institute # Executive Development Seminar # Managing Money & Material Resources	# Regulatory II + \$ University LTT	+ Branch, Section or Assistant Chief Operations Function	# \$ Congressional Fellowship (12 months)	
GS 13/14	+ Personnel Mgt for Executives + \$ Army Management Staff College + Organizational Leadership for Executives # \$ Senior Service College # Administrative Public Policy	+ \$ University LTT	+ Natural Resource Manager, Project Operations Engineer, Branch Chief or Division Staff Duties	+ \$ USACE Division (4-6 months)	+ \$ USACE HC (6-12 months)
GS 12/13	# Seminar for New Managers + Leadership Education and Development # Human Resources III - IV	# Q&M Contracts Advanced + \$ University LTT + Program Development and Execution	# Professional Registration or Accreditation + Natural Resource Manager, Project Operations Engineer, or Section Chief Duties	+ \$ Engineering, Construction or Planning (6 months)	
GS 11/12	* Basic Supervisory Course # Human Resources I - II + Communication Skills + Contracting Overview + Computer Applications	+ Budget # Q&M Contracts + \$ University LTT	* Rotational Assignments in Operations Functions (12 months) + Supervisory Experience (12 months)	# \$ Facilities Engineering (6 months) # \$ USACE Lab (6 months)	
GS 9/11		+ Technical Short Courses	* Operations Function (18 months)	* Facilities Engineering (1 month for GS-800 Series) (1 week for All Others)	
GS 5/7	* Intern Leadership Development		* Rotational Assignments (All) - For GS-800 Series - Engineering (3 months) Planning (3 months) Construction (3 months) Operations (3 months) Prog/Proj. Mgt (3 months)		
* MANDATORY (MAND-PR I) + HIGHLY RECOMMENDED (MAND-PR II) # RECOMMENDED (PR III) + \$ HIGHLY RECOMMENDED (COMPETITIVE) # \$ RECOMMENDED (COMPETITIVE)					

MASTER TRAINING PLAN: OPERATIONS FUNCTION

	GRADE LEVEL	DESC	TYPE	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED
MANDATORY--PRIORITY I (*)						
Basic Supervisory Course	11/12	S	FC	DA	Corresp.	3,18,19
Intern Leadership Development	5/7	L	FC	CAL	5	1
Intern Development Assignment -						
Facilities Engineering (800 Series)	9/11	F/T	DV	MACOM	30	12
Facilities Engineering (All Others)	9/11	F/T	DV	MACOM	5	12
MANDATORY--PRIORITY II (+)						
Personnel Mgt for Executives	13/14	M/L	FC	TAPA	8	2,4,5,6
Org. Leadership for Exec.	13/14	M/L	FC	CAL	5	1
Leadership Education & Development	12/13	M/S	FC	CAL	10	3,4,5,6
CW Program Development and Execution	12/13	T	FC	USACE	5	7,8,9
Budget Course	11/12	T	FC	USACE	5	8,9
Computer Applications	11/12	T	FC	VARIES	5-10	17
Contracting Overview	11/12	T	FC	VARIES	2-5	15
Communication Skills	11/12	M/L	FC	VARIES	5-10	11
RECOMMENDED--PRIORITY III (#)						
Managing Money & Material Resources	14/15	M	FC	ESC	10	14
Executive Development Seminar	14/15	L	FC	ESC	10	13,1
Regulatory II	14/15	T	FC	USACE	2	14,20
Administrative Public Policy	13/14	L	FC	OPM	10	14
Seminar for New Managers	12/13	M	FC	ESC	10	3,4,5
Human Resources I-IV	11/13	S/M	FC	USACE	5-10	2,3
Oper & Maint Contracts, Adv	12/13	F/T	FC	USACE	4	14,15,16,21
Oper & Maint Contracts	11/12	F/T	FC	USACE	5	14,15,16,21
COMPETITIVE--HIGHLY RECOMMENDED (+\$)						
Army Management Staff College	13/14	L	FC	DA	95	13,16
University LTT	11/15	M/T	FC	VARIES	120-360	1,2,4,5,8,12,14,17
Development Assignment - -						
USACE Division	13/14	F/T/S/M	DV	USACE	180-360	1,4,5,6,12,14
USACE HQ	13/14	F/T/S/M	DV	USACE	180-360	1,4,5,6,12,14
USACE Engineering, Planning, or Construction	12/13	F/T	DV	USACE	180	5,12,14
COMPETITIVE--RECOMMENDED (#\$)						
Congressional Fellowship	15	M/L	DV	FEI	360	1,4,5,7,14,20
Federal Executive Institute	14/15	L/S	FC	FEI	20	1,2,3,9
Senior Service College	13/14	M/L	FC	CAL	360	1,7
Development Assignment - -						
Facilities Engineering	11/12	F/T	DV	USACE	180	12,16,21
USACE Lab	11/12	F/T	DV	MACOM	180	12,16,21

Appendix C

Planning Career Development Plan (CDP)

Appendix D

Planning Master Training Plan (MTP)

Positions within the Planning function concern the study, planning and conceptual design of military facilities and Civil Works projects. This involves plan formulation, economic and social analysis, environmental analysis, analysis of laws and regulations, and floodplain planning assistance. These USACE positions are generally classified as interdisciplinary, indicating qualifications from more than one discipline may be appropriate for the positions. Disciplines may include archaeology, biology, civil engineering, community (urban) planning, ecology, economics, environmental engineering, general engineering, general physical science, geography, hydrology, landscape architecture, outdoor recreation planning, sociology, and social sciences (water resources planning).

The Planning function will provide you with multitudes of challenges in the jobs you are assigned to accomplish and the positions that you are promoted to during your career with the Corps of Engineers. We encourage you to continue in your self-development endeavors and we will assist with Corps directed and your career directed interests.

Note: If your job series is in the environmental and natural resources area, you and your supervisor should review and follow the **Career Development Plan for Environmental/Natural Resources Professionals** due from HQUSACE in Fiscal Year 1994.

Director, Planning and Engineering

CAREER DEVELOPMENT PLAN: PLANNING FUNCTION

LEVEL OR GRADE	FORMAL CLASSROOM		ON -THE -JOB EXPERIENCE	DEVELOPMENTAL ASSIGNMENT	
	ALL FUNCTIONS	FUNCTION SPECIFIC		FOA	HIGHER HQ
GS 14/15	#\$ Federal Exec Institute		+ Branch Chief, Assistant Chief, Planning	+\$ Engineer (12 months)	+\$ USACE Division (6 months)
	# Exec Development Seminar		# Participation in Professional Societies		
	# Managing Money & Material Resources		# Professional Registration		
GS 13/14	+ Personnel Mgt for Executives	+ Advanced Program Development	+ Branch or Section Chief	Engineering, Operations, or Facilities (4 months)	#\$ USACE HQ/ Division (6 months)
	+ Army Management Staff College	+ Planning Prog Mgt	# Study Management		
	+ Organizational Leadership for Executives	# HEC for Planners	# Plan Formulation		
		# Environmental Law	# Participation in Professional Societies		
	#\$ Senior Service College	#\$ University LTT	# Professional Registration		
	# Administrative Public Policy	#\$ Planning Assoc			
GS 12/13	# Seminar for New Managers	+ Basic Program Development	+ Study Management	# Other Functions (4-12 months)	
	+ Leadership Education and Development		# Professional Registration		
	* Basic Supervisory Course		# Participation in Professional Societies		
	# Human Resources III - IV		+ Environmental Analysis (4 months)		
			+ Economics Analysis (4 months)		
GS 11/12	+ Communication Skills	+ Planning Orien	+ Study Management	+\$ Hydraulics & Hydrology (4 months)	
	+ Contracting Overview	+ Economic Analysis for Planners	# Professional Registration		
	+ Computer Applications	+ Public Involvement	# Participation in Professional Societies		
	# Human Resources I-II				
		+ Technical Short Courses			
GS 9/11		+ Technical Short Courses	* Planning (18 months)	* Facilities Engineering (1 month GS-800 Series) (1 week All Others)	
GS 5/7	* Intern Leadership Development		* Rotational Assignments (All) -For GS-800 Series- - Planning (3 months) Engineering (3 months) Operations (3 months) Construction (3 months) Prog/Proj. Mgt (3 months)		

* MANDATORY (MAND-PR I) + HIGHLY RECOMMENDED (MAND-PR II) # RECOMMENDED (PR III) +\$ HIGHLY RECOMMENDED (COMPETITIVE) #\$ RECOMMENDED (COMPETITIVE)

MASTER TRAINING PLAN: PLANNING FUNCTION

	GRADE LEVEL	DESC	TYPE	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED
MANDATORY--PRIORITY I (*)						
Basic Supervisory Course	12/13	S	FC	DA	Corresp.	3,18,19
Intern Leadership Development	5/7	L	FC	CAL	5	1
Intern Development Assignment - Facilities Engineering (800 Series)	9/11	F/T	DV	MACOM	30	12
Facilities Engineering (All Others)	9/11	F/T	DV	MACOM	5	12
MANDATORY--PRIORITY II (+)						
Personnel Mgt for Executives	13/14	M/L	FC	TAPA	8	2,4,5,6
Org. Leadership for Exec.	13/14	M/L	FC	CAL	5	1
Leadership Education & Development	12/13	M/S	FC	CAL	10	3,4,5,6
Advanced Program Development	13/14	T	FC	USACE	5	7,8,9,12
Planning Program Management	13/14	T	FC	USACE	2	7,8,9,12
Basic Program Development	12/13	T	FC	USACE	5	7,9,12
Computer Applications	11/12	T	FC	VARIES	5-10	17
Contracting Overview	11/12	T	FC	VARIES	2-5	15
Communication Skills	11/12	M/L	FC	VARIES	5-10	11
Planning Orientation	11/12	T	FC	USACE	5	12,14,
Economic Analysis for Planners	11/12	T	FC	USACE	5	14
Public Involvement in Planning	11/12	T	FC	USACE	5	5,10,11,12,14
Technical Courses	11/12	T	FC	VARIES	5	12
RECOMMENDED--PRIORITY III (#)						
Managing Money & Material Resources	14/15	M	FC	ESC	10	14
Executive Development Seminar	14/15	L	FC	ESC	10	13,1
Administrative Public Policy	13/14	L	FC	OPM	10	14
HEC for Planners	13/14	T	FC	HEC	5	12
Environmental Law	13/14	T	FC	VARIES	5	12,20,21
Human Resources I-IV	12/13	S/M	FC	USACE	5-10	2,3
Seminar for New Managers	12/13	M	FC	ESC	10	3,4,5
COMPETITIVE--HIGHLY RECOMMENDED (+\$)						
Army Management Staff College	13/14	L	FC	DA	95	13,16
Development Assignment - - USACE Engineering	14/15	T/M/S	DV	USACE	365	1,7,10,11
USACE Division	14/15	T/M/S	DV	USACE	180	1,7,10,11
Hydrology and Hydraulics	11/12	T	DV	USACE	120	4,5,12
COMPETITIVE--RECOMMENDED (#\$)						
Federal Executive Institute	15	L/S	FC	FEI	20	1,2,3,9
University LTT	13/14	T/M/S	FC	VARIES	120-360	1,2,5,6,12
Planning Associates	13/14	F/T	FC	USACE	360	4,5,12,14,16,18,20
Senior Service College	13/14	M/L	FC	CAL	360	1,7
Development Assignment - - USACE HQ or Division	13/14	T/M/S	DV	USACE	180	1,7,10,1
Other Functions	12/13	T/F	DV	USACE	120-360	5,12,14

Appendix C

Programs/Project Management Career Development Plan (CDP)

Appendix D

Programs/Project Management Master Training Plan (MTP)

Positions within the Programs and Project Management function concern the implementation of the Life Cycle Project Management concept. This involves Project Managers who lead teams of technical, or task, or product managers who reside in other technical organizations. Positions also include those responsible for executing the programs management functions of program development, defense and oversight.

The whole program responsibility of Programs and Project Management involves enhancing the Corps' present management system to provide a stronger project management orientation which will improve all project continuity; accountability for cost, schedules and quality; and more effectively reconcile Corps performance with the concerns and expectations of the Local Cost Sharing Sponsor (LCSS).

Positions currently are interdisciplinary involving a wide range of CP-18 job series. These positions have responsibility for:

- ◆ interpreting program authorities, guidance, regulations and directives.
- ◆ developing the North Pacific Division and its Districts military and civil work projects annual and multi-year program reports to accommodate Congressional budgeting and reporting requirements, annual Congressional Appropriations Hearings, and for the Chief of Engineers' Annual Report to Congress.
- ◆ managing a wide variety of civil works and military projects from inception to completion, including coordination with external project sponsors.

Note: Information on the next page relates to inclusion of Program Management, GS-340 series in the Engineer and Scientist Career Program (CP-18).

Director of
Programs and Project Management

Appendix C-1

P/PM CDP Inclusion of Program Management (GS-340)

Appendix D-1

P/PM MTP Inclusion of Program Management (GS-340)

As the Corps moves to a more flexible, less compartmented, less hierarchical organization, project management issues become more critical to meeting our customer's needs efficiently rather than purely technical issues.

Project managers must deal effectively with direct project issues such as scope, schedule, quality, budget, cost, as well as customer interface and the internal managerial and supervisory issues required to keep projects moving forward. As project management assumes a central role in our organization, project managers, their supervisors, and the DDEPM must be able to effectively operate in a matrix management environment. This primarily involves managerial skills, not technical ones.

Competence in specialized subject matter alone does not make good project managers. The GS-340 Program Manager series requires as its paramount characteristics: management and executive knowledge and ability. Within a matrix organization, these characteristics will allow exceptional individuals with diverse backgrounds to be considered for project managers.

Inclusion of the GS-340 series does not erode the Corps technical base. Individuals will be chosen on merit to match the requirements of specific positions. The ability to deal with a technically oriented workforce has always been a requirement and will always continue to be, however, technical ability is only part of the skills inventory needed. Like any manager, PMs and DDEPMs will rely on the technical competence of their staff in making technical decisions.

The addition of the GS-340 series to CP-18 recognizes the growing need for managerial ability in the Corps and in project management in particular. The majority of project managers will continue to be GS-800 series employees, however we do a disservice to the Corps if we exclude from consideration for PM positions those exceptional individuals who have the necessary managerial skills but are not members of the GS-800 series.

(Note: This is information from Memorandum to Career Planning Board dated 7 July 1992 from Chief, Project Management Division, Directorate of Military Programs.)

CAREER DEVELOPMENT PLAN: PROGRAMS/PROJECT MGMT FUNCTION

LEVEL OR GRADE	FORMAL CLASSROOM		ON-THE-JOB EXPERIENCE	DEVELOPMENTAL ASSIGNMENT	
	ALL FUNCTIONS	FUNCTION SPECIFIC		FOA	HIGHER LEVEL
GS 14/15	# Federal Exec Institute	# Technical Short Courses	+ Branch Chief or Asst. Chief Programs & Project Management, Engineering, Construction, Planning Operations, Facilities, Real Estate, or Equivalent + Participation in Prof. Societies + Professional Registration + Computer Literate		# Congressional Fellowship (12 months)
	# Exec Development Seminar	+\$ University LTT			
	# Managing Money & Material Resources				
GS 13/14	+ Personnel Mgmt for Executives	+ Civil Works Prg. Dev. & Execution	+ Branch Chief or Section Chief of Programs, Project Mgmt Engineering, Construction, Planning, Operations, Facilities Real Estate, or Equivalent. + Participation in Prof. Societies + Professional Registration + Computer Literate	+\$ Planning, Engineering Construction, Facilities, or Operations (12 months)	+\$ USACE Div. Prog. or Proj. Mgt (6 months)
	+\$ Army Management Staff College	# Negotiating, Barg. & Dispute Resolution			
	+ Organizational Leadership for Executives	+\$ University LTT			
	# Senior Service College	# Technical Short Courses			
	# Adm. Public Policy				
GS 12/13	# Seminar for New Managers	+ LCA/Finance Plan Development	+ Programs & Project Mgmt, Engineering, Construction, Planning, Operations, Facilities Real Estate, or Equivalent. + Participation in Prof. Societies + Professional Registration + Computer Literate + Supervisory Experience (12 months)	+\$ Planning, Engineering Construction, Facilities, or Operations (12 months)	
	+ Leadership Education and Development	+\$ University LTT # Tech Short Courses			
	* Basic Supervisory Course	+\$ Planning & Proj. Mgmt Associates Program			
	# Human Resources III - IV	# Environmental Laws & Regs # HTRW Environ. Laws & Regs			
GS 11/12	# Human Resources I - II+	Military Proj Mgt or/and Civil Works Proj Mgt	+ Programs / Project Mgt. (18 months) (includes assignment to the programs function) # Participation in Prof. Societies # EIT or Prof Registration + Computer Literate		
	+ Leadership Communication Skills	# Managing Conflicts # Budget Training * Project Mgt			
	+ Computer Applications (i.e., PROMIS)	# Briefing Techniques + Managing Meetings + Negotiating Techniques			
GS 9/11	+ Computer Applications (i.e. 1391 Processor)	# Planner & PM Orientation + A-E Contracting + Network Analysis + Cost Engineering # Construction Contract Admin	* Engineering, Construction, Planning, Operations, Facilities or Real Estate + Computer Literate # Participation in Prof. Societies # EIT or Professional Registration		

* MANDATORY (MAND-PR I) + HIGHLY RECOMMENDED (MAND-PR II) # RECOMMENDED (PR III) +\$ HIGHLY RECOMMENDED (COMPETITIVE) # \$ RECOMMENDED (COMPETITIVE)

MASTER TRAINING PLAN: PROGRAMS/PROJECT MGMT FUNCTION

MASTER TRAINING PLAN FOR CHIEF OR ASSISTANT CHIEF OF PROGRAMS AND PROJECT MANAGEMENT FUNCTION

	GRADE LEVEL	DESC	TYPE	SOURCE	LENGTH (DAYS)	KSA TO BE ACQUIRED
MANDATORY--PRIORITY I (*)						
Basic Supervisory Course	12/13	S	FC	DA	Corresp.	3,4,5,18,19
Project Management	11/12	F	FC	USACE	4	12,13,14,16
MANDATORY--PRIORITY II (+)						
Personnel Mgmt for Executives	13/14	M/L	FC	TAPA	8	2,4,5,6
Org. Leadership for Exec.	13/14	M/L	FC	CAL	5	1
Civil Works Program Dev.	13/14	F	FC	USACE	4	7,8,9,12,13,14
LCA/Finance Plan Development	12/13	F	FC	USACE	4	8,9,12
Civil Works Proj. Mgmt.	11/12	F	FC	USACE	4	12,13,14,16
Military Project Management	11/12	F	FC	USACE	4	12,13,14,16
Leadership Education & Dev.	12/13	M/L	FC	CAL	10	1,2,3,4,5
Leadership Communication Skills	11/13	L/M	FC	USACE	3	1,4,5,10
A-E Contracting Skills	9/11	T	FC	USACE	4	12,14,15,16,21
Network Analysis	9/11	T	FC	USACE	5	12,13,16,17
Computer Appl.	9/12	T	FC	VARIES	5	17
Cost Engineering	11/12	T	FC	USACE	5	12,13,16,17
Managing Meetings	11/12	M/F	FC	OPM	2	1,4,10,12
Negotiating Techniques	11/12	M/F	FC	OPM	3	1,4,5,10,12
Systematic Safety Course	12/13	M/F	FC	USACE	5	1,2,5,7
Value Engineering	11/12	M/F	FC	USACE	5	1,2,5,7
RECOMMENDED--PRIORITY III (#)						
Executive Development Seminar	14/15	L	FC	ESC	10	1,13
Managing Money & Resources	14/15	M	FC	ESC	10	7,8,14
Administrative Public Policy	13/14	L	FC	OPM	10	14
Neg., Bar., & Dispute Resolution	13/14	T	FC	USACE	5	12,15
Seminar for New Managers	12/13	S/M	FC	ESC	10	3,4,5
HTW Environmental Laws & Regs	12/13	T	FC	USACE	4	12,13,14,20
Environmental Laws & Regs	12/13	T	FC	USACE	5	12,13,14,20
Budget Training	11/12	T	FC	USACE	5	7,8,12
Planner & PM Orientation	9/11	T	FC	USACE	5	12
Human Resources I-IV	11/13	S/M	FC	USACE	20	1,2,3,4,5,6,18,19
Construction Contract Admin	9/11	T	FC	USACE	5	13,14,15
Technical Short Courses	12/15	T	FC	VARIES	10	12,13,14,16
Briefing Techniques	11/12	M/F	FC	OPM	4	10
Managing Conflict	11/12	M/F	FC	OPM	2	1,2,4,5,12
Real Estate	9/11	T	FC	USACE	5	5,7
COMPETITIVE--HIGHLY RECOMMENDED (+\$)						
Army Management Staff College	13/14	L/M	FC	ODCSPER	95	13,16
Planning & PM Assoc. Program	12/13	T/F	FC	USACE	360	4,5,12,14,16,18,20
Dev. Ass. USACE HQ or Div. - -						
Programs & PM	13/14	M/F	DV	USACE	180	1,7,10,11,12
Eng., Construction, Planning, Operations, Facilities Dev. Ass. in District/Division/Installation	12/13	T/M	DV	USACE	360	1,7,10,11,12
University Long-Term Training	12/15	T/M/S	FC	VARIES	360	1,2,5,6,12
COMPETITIVE--RECOMMENDED (#\$)						
Federal Executive Institute	14/15	L/M	FC	FEI	20	1,2,3,9
Congressional Fellowship	14/15	L/M	DV	USACE	360	
Senior Service College	13/14	L/M	FC	CAL	360	1,7,21

Master Training Plan

Abbreviations and Acronyms Used

DESCRIPTION

S = Supervisory
L = Leadership
M = Management
F = Functional
T = Technical

TYPE

FC = Formal Classroom
DV = Developmental (On-the-Job Training)

SOURCE

ALMC	Army Logistics Management College Army Materiel Command
CAL	Center for Army Leadership, Trng. and Doctrine Command
EHSC	Army Engineer Housing Support Center, USACE
ESC	Executive Seminar Center, OPM
FEI	Federal Executive Institute, OPM
MACOM	Army Major Command, locally determined
TAPA	Total Army Personnel Command
USACE	U.S. Army Corps of Engineers (Formal courses are referred to as PROSPECT)
VARIES	Locally determined source

KSA to be acquired are listed in Appendix B

SECTION IV

EXECUTIVE DEVELOPMENT PROGRAM AND SENIOR EXECUTIVE SERVICE

SECTION IV

EXECUTIVE DEVELOPMENT PROGRAM AND SENIOR EXECUTIVE SERVICE

EXECUTIVE DEVELOPMENT PROGRAM (EDP) FOR ENGINEERS AND SCIENTISTS (RESOURCES AND CONSTRUCTION)(ESRC)

EDP APPLICANTS, SELECTEES AND GRADUATES:

This program is an important source of future GS-15 and SES members. Graduates of the program will receive special consideration for GS-15 positions and automatic consideration for SES positions, which are opened for competition and for which they are technically qualified. A selection of a non-graduate for an appropriate vacancy will require an exception by the Functional Chief for CP-18. However, these procedures do not preclude the use of other recruitment means/sources which may be used to locate other qualified applicants. Team members not in the EDP can still apply and compete for key GS-15 and SES positions.

Selection and completion of the EDP does not guarantee future appointment to a GS-15 or SES position. Graduates of the program **will not** be pre-certified for SES appointment.

PROGRAM GOALS:

The goals of the Executive Development Program (EDP) for ESRC are:

- ◆ To identify, through Army-wide competition, members who possess the abilities to become successful top civilian managers in the ESRC career program.
- ◆ To achieve Army's affirmative action objectives by ensuring that talented women and minorities compete and are selected to participate in the EDP.
- ◆ To provide to EDP selectees the training and development which will enable them to become more competitive for a wider range of GS-15 and SES positions.

PROGRAM DESCRIPTION:

The program will vary in depth and length depending on the needs of individual participants. The program will normally include:

- ◆ An opportunity to assess personal strengths and needs.
 - ◆ Executive training in managerial theory and practice.
 - ◆ Orientation to executive management.
 - ◆ Developmental assignments to strengthen leadership and functional qualifications.
-

Eligibility Requirements and Area of Consideration:

To be eligible to participate, you must:

- ◆ Be an Army employee.
- ◆ Be a registrant or eligible for registration in the ESRC Civilian Career Program (CP-18).
- ◆ Be in grade GS-14 or 15 or eligible for GS-15 level positions.
- ◆ Be mobile and sign a mobility agreement.
- ◆ Complete all application requirements.

QUALIFICATION REQUIREMENTS

EXECUTIVE ABILITIES:

Applicants will be evaluated on the possession of executive abilities. Applicants will be evaluated against the six executive/managerial qualification requirements listed below, which the Office of Personnel Management (OPM) has determined to be necessary for successful performance as a SES member.

1. ABILITY TO TAKE INTO ACCOUNT NATIONAL (EXTERNAL) AND ORGANIZATIONAL POLICIES, PROGRAM GOALS AND PRIORITIES IN CARRYING OUT MANAGERIAL RESPONSIBILITIES.

Consider one or all of the following:

- ◆ Responsiveness to the general public and clientele groups.
- ◆ Keeping up-to-date with relevant social, political, economic, and technological development.
- ◆ Coordinating with other parts of the agency and other agencies.
- ◆ Understanding the role of political leadership in the Administration and Congress.

2. ABILITY TO ESTABLISH AND MAINTAIN RELATIONSHIPS WITH OUTSIDE INDIVIDUALS AND ORGANIZATIONS.

Consider such representation and liaison actions as the following:

- ◆ Briefings, speeches, congressional testimony, inter-unit staff meetings, professional society presentations, question-and-answer sessions, etc. This involves information giving and receiving, recommendations, persuasion, selling, negotiation, and program defense.

3. ABILITY TO PLAN, DIRECT, AND GUIDE PROGRAMS, PROJECTS, OR POLICY DEVELOPMENT.

Consider such activities as the following:

- ◆ Establishment of long-term and short-term goals and related planning: cover needs, forecasts, objectives, priorities, feasibility, options.
 - ◆ Development, adaption, and coordination of top level policy.
 - ◆ Use of productivity and other effectiveness-efficiency standards.
 - ◆ Use of information gathering and analysis, including ADP support.
 - ◆ Use of research and development or special studies in support of assigned functions.
 - ◆ Organization of work and functional structure and operational procedures.
-

4. ABILITY TO MANAGE RESOURCES.

Consider such elements as:

- ◆ Manpower requirements, allocation and work force planning.
- ◆ Budgeting and funding of the organization (Congressional procedures and process if pertinent).
- ◆ Support-type procurement activities; contracting out, where appropriate.
- ◆ Supporting services and facilities, where appropriate.

5. ABILITY TO MANAGE HUMAN RESOURCES (PERSONNEL MANAGEMENT AND EEO)

Consider such activities as seeing that people are appropriately employed and dealt with fairly and equitably, including:

- ◆ Assessment of individual capabilities and training and development needs and provision for career development.
- ◆ Recruitment and selection/career management.
- ◆ Delegation of work, establishment of positions and position management.
- ◆ Establishment of performance standards, appraisal of performance, and follow-on actions.
- ◆ EEO and affirmative action and other utilization programs.
- ◆ Organizational communications, team building and feedback.

6. ABILITY TO REVIEW PROGRAM IMPLEMENTATION AND RESULTS.

Consider activities and procedures to assure program results such as:

- ◆ Periodic monitoring of organizational results.
- ◆ Program evaluation in terms of meeting management goals, production/performance scheduling and operating, cost effectiveness, and productivity.

EVALUATION METHODS AND SELECTION PROCEDURES

EVALUATION OF QUALIFICATIONS:

Applicants will be evaluated on the extent to which they meet the qualifications criteria stated above. An evaluation panel will consider experience, education, training and development activities, awards, publications, appraisals, and other information provided with the application forms to evaluate the extent to which applicants meet the executive abilities stated above. Applicants may be requested to participate in a leadership assessment evaluation and/or interview.

SELECTION PROCESS:

Selection will be made in accordance with merit factors, without regard to race, ethnic group, sex, religion, age or handicap. The panel will make recommendation for selection to the EDP to the ESRC Functional Chief, who will make final selection(s). The panel will consider such factors as organization and mission needs of DA, anticipated SES requirements, and the recommendations

of senior functional officials in CP-18. When graduates of the EDP are referred to selecting officials, nonselection will require approval of the Functional Chief.

GRADUATES

GRADUATE ACTIVITIES:

Of the approximately fifty original graduates of the ESRC Executive Development Program who were notified and confirmed of their status on 16 March 1993, these graduates will continue to be involved in leadership activities and be nominated as representatives to various committees and ad hoc groups.

One of the most significant and major endeavors for each of the graduates is to become and/or remain an active **mentor** for the selectees to the continuing education, training and development program in the EDP.

MENTORS/MENTORING:

As an NPDO or District selected mentor, it is strategically important that you provide **trainees**, who have had their IDP's approved by the Career Planning Board (CPB) in HQUSACE, with assistance in securing needed education, training and developmental assignments approved by the CPB.

It is critical that you review and/or maintain a copy of the approval documentation of trainee(s) and that you meet on a periodic basis with the trainee(s) to assure that all designated requirements are being met. The Mentorship Contract you signed after meeting with the trainee(s) is your confirmation that every possible effort will be made to assure the education, training and development listed on the trainee's IDP is possible within local funding and/or HQUSACE funding, or other limitations and/or restrictions.

TRAINEES

TRAINEE STANDARDS, REQUIREMENTS, TRAINING:

The effort you have made to maintain high work standards, excel in your performance requirements, develop yourself professionally on your own time and during Corps designated education, training and developmental/rotational assignments, has now provided you with the basis to take the next step of meeting the final requirements for an EDP graduate.

By working with your supervisor, CPM, Deputy CPM and the Training Office, you will be notified when funding is approved by HQUSACE or locally for any required education, training and development, or when a space is available and confirmed for you to attend a specifically recommended leadership or managerial course.

CONTINUING EDUCATION, TRAINING AND DEVELOPMENT

QUALITY OF WORK AND CONTINUING DEVELOPMENT:

In an ever-changing world and nation, the Government needs a special class of great achievers to make things happen, to serve the people, and to help improve the world around them.

If you are working toward top-level management positions (key positions), you will want to pay special attention to the quality of your work. You will want to demonstrate outstanding achievement in serving the Government's clients — **the public.**

If your goal is Senior Executive Service (SES), you will want to review and study the program requirements in the second part of Section IV. You will want to continue to expand your knowledge, skills and abilities with continuing education, training and developmental/rotational assignments so that you will be able to display that level of excellence that is essential for all managers and executives who the President depends upon each and every day to implement his mandate.

EMPLOYEE NOTES AND/OR QUESTIONS:

SENIOR EXECUTIVE SERVICE

Senior Executive Service (SES) and SES Members:

One of the most significant innovations of the Civil Service Reform Act of 1978 was the creation of the Senior Executive Service (SES). This new, completely separate personnel system for senior executives was established in July 1979.

SES members serve below the President's top appointed officials, such as heads of departments and agencies. They play a critical role in the democratic process, translating the mandate of the national electorate into Government programs, policies and actions.

The SES covers primarily managerial and supervisory positions; it is a gradeless system in which salary and career status are primarily based on the individual, not the duties of the position.

OBJECTIVES:

The objectives of the SES system are to:

- ◆ provide greater authority to agencies in managing their executive resources;
- ◆ attract and retain highly competent executives, and to assign them where they will be most effective in accomplishing the agency's mission and where best use will be made of their talents;
- ◆ provide for the development of managers and executives;
- ◆ hold executives accountable for individual and organizational performance;
- ◆ reward the outstanding performers and remove the poor performers; and
- ◆ provide for an executive merit system free of prohibited personnel practices and arbitrary actions.

COVERAGE:

The SES is the personnel system for more than 8,000 career and noncareer employees who serve in the **key positions** just below the top Presidential appointees. SES members are the major link between these appointees and the rest of the Federal workforce.

Key positions are managerial, supervisory and policy positions classified above GS-15 of the General Schedule. The Office of Personnel Management (OPM) allocates these positions based on such factors as agency mission, program needs and budget. An agency can establish SES positions without further approval as long as it stays within the allocation, and the positions meet the SES functional and grade-level criteria.

POSITION TYPES:

There are two types of SES positions:

- ◆ Career reserved: may be filled by career appointees only, and
 - ◆ General: may be filled by any SES appointee, whether career, noncareer or limited.
-

CAREER APPOINTMENTS:

There are four types of SES appointments: career, noncareer, limited term or limited emergency.

Executives must compete for their first career appointment to the SES. After agencies establish position qualification requirements, they are required to advertise positions at least throughout the Federal Government. Agencies may also seek applications from outside the Government.

The Executive Resources Board (ERB) in each agency has established policies and has delegated authority to MACOMs to rate and rank applicants. The agency approves the technical qualifications of the selectee. The Qualifications Review Board (QRB) at OPM reviews and certifies managerial qualifications for initial career appointment based on one of the following factors:

- ◆ Demonstrated executive experience;
- ◆ Successful participation in an SES candidate development program approved by OPM; or
- ◆ Special or unique qualities which indicate a likelihood of executive success.

The MACOM reviews a candidate's demonstrated executive experience by evaluating the executive's competence to assume leadership responsibilities in the following six areas (explained more in-depth in Executive Development Program above):

- ◆ Integration of internal and external program/policy issues.
- ◆ Organizational representation and liaison.
- ◆ Direction and guidance of programs, projects or policy development.
- ◆ Resource acquisition and administration.
- ◆ Utilization of human resources.
- ◆ Review of implementation and results.

The Corps' Executive Development Program (EDP), as explained above, provides an avenue for entry into the SES. Selection for the EDP is subject to competition and merit staffing procedures similar to those used for filling SES positions. Graduates are approved by a Qualifications Review Board (QRB) and are then eligible for noncompetitive appointment to SES in any agency for three years.

PROBATIONARY PERIOD:

Each new career appointee in the SES must serve a one-year probationary period before obtaining SES tenure. During the probationary period the new member's supervisor follows through on any training initiated by the agency or recommended by the QRB. The supervisor also observes the new member's performance and conduct, and holds periodic, documented discussions clearly outlining the position's requirements and the employee's strengths and weaknesses.

If it becomes apparent, after full and fair consideration, that the employee's performance is not acceptable, the supervisor may initiate action to remove the employee from the SES. Career appointees who held career or career-conditional appointments at the time of their appointment to the SES are entitled to guaranteed placement (fallback) outside the SES if they are removed during the probationary period for other than disciplinary reasons.

EXCEPTIONS:

The SES merit staffing, candidate development program, and career appointment provisions do not apply to noncareer or limited appointments to the SES. Nor do these procedures apply to the filling of SES positions on a short-term basis, i.e., details and assignments under the Intergovernmental Personnel Act.

CAREER DEVELOPMENT

CONTINUING CAREER DEVELOPMENT:

The Corps of Engineers is required by law to establish programs for the continuing development of its SES members. The most effective executive performance combines highly-developed management competencies and characteristics with an understanding of the environment in which these skills can be applied to service the nation's interests. Executives must be knowledgeable about such areas as technological developments, new legislation, innovative management practices, and current policy and program initiatives.

Programs for continuing development of SES members have immediate and long-range goals. The immediate goal is to keep SES members up-to-date in technical, managerial, and related areas. Long-term developmental efforts are intended to enhance executive capabilities. Each SES member is required to have an IDP which serves as the primary tool for ensuring that executives maintain professional and managerial currency and work toward developing new skills and knowledge.

IDP's are designed to assess personal competencies against those required for optimum performance in the current or prospective position. The ERB, composed of high-level officials, must approve these plans. The plans may provide for development of the individual executive through such activities as:

- ◆ rotational assignments within the Corps or at other agencies;
- ◆ exchange assignments with State and local governments or with private industry;
- ◆ attendance at seminars or conferences; or
- ◆ formal training at universities or other private institutions.

FORMAL TRAINING:

Programs tailored to the needs of SES members are sponsored by the Federal Executive Institute (FEI). The Institute, located in Charlottesville, Virginia, is an interagency development center operated by OPM. Among the programs the FEI provides are:

-
- ◆ a four-week "Leadership for a Democratic Society" program which focuses on public service values, personal leadership style assessment, and managing in large organizations characterized by conflicting constituencies;
 - ◆ one-week follow-on programs for alumni with emphasis on personal, organizational, and environmental (government/worldwide) effectiveness;
 - ◆ a work-team development program designed for agency use in team management of real-life work teams; and
 - ◆ special programs for agency heads and their top-level management teams.

Many formal training courses are available in the private sector. These programs offer the Federal executive an opportunity to interact with private sector executives and examine problems from another point of view. In addition, colleges, universities, and professional organizations offer a number of courses.

ADVANCEMENT

SES POSITIONS TO PRESIDENTIAL APPOINTMENTS:

Career members can leave the SES for a Presidential appointment with Senate confirmation as high as Cabinet level and elect to retain all their SES benefits. After the Presidential appointment expires, a former career member is entitled to return to an SES position.

Mobility Assignments:

Executive mobility is a key feature in the design of the SES. Expanded mobility opportunities can promote the development of broad perspective in career leaders, match talent with program needs across organizations, and provide a greater range of challenges for SES incumbents and candidates.

More information regarding **SES Sabbaticals; Performance Management; Adverse Actions and/or Removal; Compensation, Benefits, and Awards; Unlimited Annual Leave Accumulation; Retirement; and Last Move Home Expenses** may be obtained from your Career Program Manager, Deputy Career Program Manager or the Human Resource Office.

EMPLOYEE NOTES AND/OR QUESTIONS:

SECTION V

YOUR CAREER PLANNING

SECTION V

YOUR CAREER PLANNING

Career Planning for Today, Tomorrow and Your Future

It is your responsibility to take charge of your own career growth and planning. You must look ahead, identify career goals and objectives, and then document these goals and objectives on an Individual Development Plan (IDP).

Your supervisor, mentor, Career Program Manager (CPM) or Deputy CPM will answer your questions and assist you in securing all of the information you need regarding the knowledge, skills and abilities you now can identify, or those which you must acquire in order to work to your fullest potential on your current job or any future position you have established as your goal.

Supervisors, middle managers and top-level managers have a dual responsibility:

- ◆ to carry out the mission of the Corps of Engineers and to assure that their employees are fully trained to perform their specific jobs; and
- ◆ to work closely with each of their employees to clarify their individual goals and objectives; to secure needed training, education and development for the employee; and to work that employee's skills, knowledge and abilities into the framework of the Corps mission.

Mentor(s)/Mentoring

It is the rare leader, manager, or executive who did not receive valuable help along the path of career development from one or more mentors. A mentor serves as a counselor, information provider, friendly critic, interpreter of organization policies and politics, sounding board, and link to the pulse of the organization.

Mentors have been in our lives from day one, however, some have been more positive, more realistic, more directed toward our individual interests in life and in our career(s), such as the following:

- ◆ Initially our parent(s) has/have had a significant positive (or possibly negative) impact on our career decision(s), and became a role model.
- ◆ Some of these mentors may have been school teachers who had a special impact on the direction our careers have taken, and you remember them for something they said or did that aided you in making your career decision; they were possibly your first career advisor. OR: You have had other career advisors who assisted you.

ON THE NEXT PAGE, LIST YOUR PAST AND FUTURE MENTORS.

MENTORS and MENTORING

Mentors who have had an impact on MY life and/or MY career:

- 1.
- 2.
- 3.
- 4.
- 5.

Specific thing(s) the mentor did or said; or specific ways that person impacted MY life and MY career:

- 1.
- 2.
- 3.
- 4.
- 5.

In my current job/position, who are the people I want as mentor(s):

- 1.
- 2.
- 3.
- 4.

What do I want from each of these people? (Direction/guidance; information or reassurance)

- 1.
- 2.
- 3.
- 4.

PRIOR EDUCATION — FUTURE GOALS AND OBJECTIVES

Note: You may wish to use a pencil in order to make changes as your career plans change; or xerox this page and the next six or seven. Also, this size note paper is probably available through your office supply center.

Prior education/degrees I have?

Languages I am proficient at/with?

☐ reading ☐ speaking ☐ listening/understanding
☐ reading ☐ speaking ☐ listening/understanding

My short-range goals — one to two years?

Additional training and education I will need to reach/achieve my short-range goals?

My long-range goal or objective and is it reachable?

Other interest(s) I have in my life that may impact my goals/objectives?
(Family: spouse, children, parents ..)
(Church, community)

INDIVIDUAL DEVELOPMENT PLAN

NAME:

POSITION TITLE:

GRADE:

CAREER GOALS/OBJECTIVES:

Short range goal/objective (one to two years):

HISTORY AND ROAD MAP TO REACH GOALS:

Last 5 Years

Planned Next 1 to 2 Years

Technical
Training

Personnel
Training

Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Incl. professional
society activities)

Remarks :

Note: You may want to use a pencil to complete this form and the following pages.
Also: You may want to transfer this information to your District/Division IDP.

CAREER DEVELOPMENT PLAN — ONE TO FIVE YEAR PLAN

NAME:

POSITION TITLE:

GRADE:

CAREER GOALS AND OBJECTIVES:

Long range goal(s)/objective(s) during next five years

Ultimate goal/objective for my long-range planning (ten, twenty, thirty years)

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Supervisory/
Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Incl. professional society activities)

Note: Supervisors, CPM's or mentors can assist with long-range plans.

CAREER DEVELOPMENT PLAN — FIVE TO TEN YEAR PLAN

NAME:

POSITION TITLE:

GRADE:

CAREER GOALS AND OBJECTIVES:

Long range goal(s)/objective(s) during next five to ten years

Ultimate goal/objective for my long-range planning (ten, twenty, thirty years)

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Incl. professional
society activities)

Note: Supervisors, CPM's or mentors can assist with long-range plans.

CAREER DEVELOPMENT PLAN — TEN TO TWENTY YEAR PLAN

NAME:

POSITION TITLE:

GRADE:

CAREER GOALS AND OBJECTIVES:

Long range goal(s)/objective(s) during next ten to twenty years

Ultimate goal/objective for my long-range planning (twenty to thirty years)

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Supervisory/
Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Incl. professional society activities)

Note: Supervisors, CPM's or mentors can assist with long-range plans.

CAREER DEVELOPMENT PLAN — TWENTY TO THIRTY YEARS

NAME:

POSITION TITLE:

GRADE:

CAREER GOALS AND OBJECTIVES:

Long range goal(s)/objective(s) during next twenty to thirty years

Ultimate goal/objective for my long-range planning (include retirement plans)

HISTORY AND ROAD MAP TO REACH GOALS:

Technical
Training

Personnel
Training

Supervisory/
Management/
Leadership
Training

Developmental/
On-the-Job
Assignments

Personal
Development
(Incl. professional society activities)

**HAVE YOU INCLUDED REALITY CHECKS IN ALL OF
YOUR CAREER PLANNING?**

MY SIGNIFICANT PAST AND FUTURE INDIVIDUAL READING AGENDA

Articles, books, pamphlets, professional publications I have already read that contain significant career development information:

MY PLANNED READING AGENDA

This list can and should be developed over a period of time to assure updated material is being added. (Associates, co-workers, friends, supervisors, middle managers, Career Program Manager and Deputy CPM are all good resources for compiling and updating this significant reading list.)

My own planned reading list, and projected completion dates: (Projected completion dates can be by week, month, quarter, fiscal year, etc.)

List of Books to Read

Projected Completion

List of Professional Journals to Add to My Reading/Review Agenda

(Continue on added pages for additional books/journals/etc.)

Today's working men and women face a startling new career crisis: an almost inevitable limit on upward mobility, promotions and challenge.

In this fast-track world, success is equated with more: more money, more responsibility, more prestige. And for many, the early stages of a career bring just that: raises, promotions, and personal growth.

Yet for all but a very few, the years of more must end—often sooner than expected. When that happens, you feel plateaued —stymied in your career and disappointed in your life. What next: How can you find a new sense of purpose when you've reached your highest rung on the ladder? How can you escape the plateauing trap?

In the vital book: *The Plateauing Trap*, the author addresses this growing problem. Plateauing, once a problem of middle age, is now affecting countless younger men and women as the members of the baby boom generation compete for increasingly scant career opportunities. As a result, coming to terms with plateauing has become a major challenge for both individuals and businesses.

Notes, quotes, questions and remarks for follow-up:

A VISION FOR TOMORROW ONLY YOU CAN MAKE IT HAPPEN

Each employee must determine his or her own personal needs, goals, values and ambitions. Accordingly, each must develop his or her own personal plan of action.

Some of you may already have reached or be close to reaching your career goals, and have no need for an extensive plan. Others may wish to review and examine present goals in relation to the possibilities presented in this Career Planning Guide.

Your task is not easy, but it is one which only you can accomplish. It cannot be delegated nor can it be postponed. To attain your goals you will have to commit to the personal development necessary to meet the challenges you will face.

“Success is when preparedness meets opportunity”